

# Proceedings of the 3rd Annual Federal Depository Library Conference



April 20-22, 1994

and

## Regional Federal Depository Seminar

April 23, 1994

Arlington, VA

Library Programs Service  
U.S. Government Printing Office  
Washington, DC 20401

**U.S. Government Printing Office  
Michael F. DiMario, Public Printer**



**Superintendent of Documents  
Wayne P. Kelley**

**Library Programs Service  
James D. Young, Director**

**Depository Services Staff  
Sheila M. McGarr, Chief**

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Arlington, VA

September 1994

Library Programs Service  
U.S. Government Printing Office  
Washington, DC 20401

Marian W. MacGilvray  
Editor

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## Preface

With this volume, the Proceedings of the Federal Depository Conference and Regional Federal Depository Seminar have been published together in one place for the first time. The available papers of the first two conferences were published in Administrative Notes, Newsletter of the Federal Depository Library Program, in various issues of vol. 13 (1992) and vol. 14 (1993).

All available papers from the 1994 conference are included. As noted in the text, some presentations have been summarized by their authors, or have been published elsewhere as copyrighted material and could not be re-published here.

The Library Programs Service thanks all those who contributed to the success of this conference: speakers, presenters of demonstrations, and all those who put in many hours behind the scenes to plan the entire program.

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# Agenda

## 1994 Federal Depository Conference

April 20 - 22, 1994  
Rosslyn Westpark Hotel  
1900 N. Ft. Myer Drive  
Arlington, Virginia

### Wednesday, 20

8:30 ■ **Welcome**

- Michael F. DiMario, Public Printer
- Wayne P. Kelley, Superintendent of Documents

■ **Informing Your Congressional Representatives about the Federal Depository Library Program**

- Gail Nicula, U.S. Armed Forces Staff College, VA
- Susan Callanan, Legislative Assistant, Congressman Owen Pickett
- Shirley Woodrow, Minority Staff, Joint Committee on Printing
- Wyatt Shields, Legislative Assistant, Senator Charles Robb

10:30 ■ **Library Programs Service Update**

- J.D. Young, Director, Library Programs Service

■ **GPO Information Exchange and Open Forum**

- Library Programs Service Staff

12:00 **Working Lunch**

In order to foster networking, librarians are requested to lunch with other librarians from similar types of institutions.

2:00 ■ **Option 1: CD-ROM Panel Discussion**

CD-ROM LAN in an Academic Library

- Barbara Kile, Rice University, TX

Setting Up a CD-ROM Work Station in an Academic Library

- Robert Lopresti, Western Washington University
- Doreen Hansen, University of Minnesota, Duluth

Reference Service in an Urban Setting

- Sherry Mosley, Florida International University

■ **Option 2: GPO Information Exchange**

(Small group break-out sessions with GPO staff)

- **Option 3:** Federal Agency Libraries - Specialty Resources
  - Internet at the Library of Congress
    - Charles Bean, Library of Congress
  - Resources at the U.S. Postal Service Library
    - Jerry Mansfield, U.S. Postal Service Library
  - Hidden Treasures of the National Defense University Library
    - Ann Sullivan, National Defense University Library

3:00 ■ **Option 1:** CD-ROM Panel Discussion (continued)

- **Option 2:** Joint Public & Special Library Presentation
  - New York Cooperative METRODOCS project
  - Law Library Support for Public Librarians
    - Rosemary Heisler Campagna, Brooklyn Law School Library, NY
    - Lynn Wishart, Cardozo School of Law Library, Yeshiva University, NY

## Thursday, 21

- 8:00 ■ **Option 1:** Modelling by the Numbers: A Statistical Research Strategy for the (Undergraduate) Masses
  - Mary Mallory, University of Illinois at Urbana-ChampaignIntegrating Documents into the Instruction Program
  - Katherine Warkentin, Shippensburg University, PA

- **Option 2:** Setting Up a CD-ROM Workstation
  - Armand Isip, New York Public Library

- **Option 3:** The Role of Federal Libraries in the Federal Depository Library Program
  - Dan Clemmer, U.S. Dept. of State, DC

- 9:00 ■ **Option 1:** Using dBase in the Academic Library: A Service Prospective
  - Susan Ryan, Stetson University, FL

- **Option 2:** Government Information on the Internet
  - Kathleen Keating, University of New Mexico
  - Clark McLean, University of New Mexico

- **Option 3:** Depository Materials Not Listed in the Law Library Core Lists But Which Support Law Related Needs
  - Susan Dow, Sears Law Library, SUNY Buffalo, NY

- 10:00 ■ **Option 1:** Managing Micro Data
  - Lauris Olson, University of Pennsylvania

- **Option 2:** Developing a Service Policy for Electronic Products
  - Dianne Hall, East Brunswick Public Library, NJ
  - Leone Johnson, Minneapolis Public Library, MN
  - Anne Watts, St. Louis Public Library, MO
- **Option 3:** Justice Department Resources
  - Kristina Rose Crisafuli, Bureau of Justice Statistics Clearing House
  - Gene Martin Lively, National Criminal Justice Reference Service
  - Victoria Major, Uniform Crime Reports

11:15 ■ **Plenary Session**

Status of Current Legislation Affecting the Federal  
Depository Library Program

- Susan Tulis, American Association of Law Libraries, DC
- Update on Chicago Conference Initiative
- Duncan Aldrich, University of Nevada, Reno
  - Linda Kopecky, Sangamon State University, Springfield, IL

12:15 ■ **Working Lunch**

In order to foster networking, librarians are requested to lunch  
with other librarians from similar sized institutions.

2:00 ■ **Option 1:** Internet Panel Discussion

The Internet and Academic Libraries

- Ann Miller, James Madison University, VA
- Internet Resources—U.S. Government Information

- Maggie Parhamovich, University of Nevada, Las Vegas

A Facelift for Tradition: Mainstreaming Government Information on the Internet

- Grace York, University of Michigan

■ **Option 2:** GPO Information

(Small Group Break-Outs with GPO Staff)

■ **Option 3:** Library Programs Service Tour #1

3:00 ■ **Option 1:** Internet Panel Discussion (continued)

■ **Option 2:** Future of the Public Library in the Federal

Depository Library Program

- Gail Snider, County of Los Angeles Public Library, CA
- Cassandra Hartnett, Detroit Public Library, MI
- Robert Williams, Anchorage Municipal Libraries, AK

■ **Option 3:** Library Programs Service Tour #2

## Friday, 22

### 8:00 ■ **GPO Small Group Information Exchange Session**

- 9:00 ■ **Option 1:** Future of Maps in the Federal Depository Library Program
- Pat McGlamery, University of Connecticut

- **Option 2:** Communicating Depository Needs to Library Administration
- Kandace Rogers, University of Kentucky
  - Sharon Tucker, Jersey City Public Library, NJ
  - Anne Watts, St. Louis Public Library, MO

- **Option 3:** Sources of Information on LANs and Networking
- Rod Atkinson, Naval Research Laboratory, DC

- 10:00 ■ **Option 1:** Geographic Information System (GIS) Software Demonstration
- Paul Bergen, University of Virginia
  - Denise Stephens, University of Virginia

- **Option 2:** Marketing Business Resources
- John Autio, Anderson Public Library, IN
  - Anita Daniel, Wayne Public Library, NJ
  - Nancy Trott, Brooklyn Public Library, NY

- **Option 3:** Glimpse of the Future from the Economics and Statistics Administration Focus Group
- Kenneth Rogers, Office of Business Analysis

- 11:15 ■ **Plenary Session:** Government Information Locator Service
- Eliot Christian, Information Systems Division, U.S. Geological Survey, VA
  - Mark Scully, Deputy Director, Office of Electronic Information Dissemination Services

### 12:00 **Working Lunch**

In order to foster networking, librarians are requested to lunch with other librarians from the same geographic region.

- 2:00 ■ **Plenary Session:** Americans with Disabilities Act
- R. Brantley Cagle, Jr., McNeese State University, LA
  - Christine Fitchett, Vassar College, NY
  - Coleen Parmer, Bowling Green State University, OH

### 3:00 ■ **General Session:** Networking

### 3:30 ■ **Wrap Up**

### 4:00 **Adjourn**



# Agenda

## 1994 Regional Federal Depository Seminar

April 23, 1994  
Rosslyn Westpark Hotel, Arlington, VA

- 9:00 ■ **Welcome**
- 9:15 ■ **Getting Beyond User Friendly: The Elements of Software Design**
- Ka-Neng Au, Rutgers University, NJ
- 10:00 **Break**
- 10:10 ■ **Providing Remote Access to Government Information on CD**
- Raeann Dossett, University of Illinois at Urbana-Champaign
- 11:00 ■ **The Internet: Three Perspectives on Its Use by Documents Librarians**
- List Management Technologies: An Overview
- Craig Summerhill, Coalition for Networked Information, DC
- Regional-L: Shrouds of Darkness in Days of Sunshine
- Duncan Aldrich, University of Nevada, Reno
- State Electronic Government Information List: The Texas Experience
- Mary Shearer, University of Houston Law Library
- 12:00 **Lunch** (Break out by type of library)
- 2:00 ■ **Regional Depository Support to the Selectives**
- Depository Orientation Program for New Documents Librarians in Michigan
- Cass Hartnett, Detroit Public Library, MI
- The Multi-State Regionals: The Problems and Challenges in Providing a Regional Service
- Julie Wallace, University of Minnesota
- Shared Regional: The South Carolina Experience
- Maureen Harris, Clemson University, SC
- 3:15 ■ **Ad Hoc Committee on Regional Structure: A Discussion**
- Gary Cornwell, University of Florida
- 4:30 **Adjourn**



# 1994 Federal Depository Conference



# Informing Your Congressional Representatives about the Federal Depository Library Program

Gail Nicula

U.S. Armed Forces Staff College Library  
Norfolk, VA

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Good morning! My name is Gail Nicula, and I am the depository librarian at the Armed Forces Staff College in Norfolk, Virginia. I am also the Library Director. One of these positions I competed for... the other one, I inherited. I'll let you guess which was which.

The Staff College is a school that trains officers from all the services and from the services of our allies to work on joint staffs, in a combatant command, or for a commander in chief, such as General Schwarzkopf, at the United States Central Command. We have about seven classes per year of students who are mid-career and senior officers representing the Army, Navy, Air Force, and Marine Corps. The Staff College graduates about 900 students per year.

Our library is an academic one—we are in the 2nd Congressional District of Virginia, covering parts of Norfolk and Virginia Beach. Other depository libraries in our district are Norfolk Public Library and Old Dominion University Library. In lean years, the only new, incoming material we have received has been through the depository system.

When I became the library director in 1991, our library had not been inspected in 6 or 7 years. In the fall of 1992, Robin Haun-Mohammed called me and dropped a little bomb. She said we were going to be inspected in February of the following year.

We went into a flurry of activity at the library—trying to correct in 3 months the problems that had been noted in previous inspections. Finally the day came. We met Robin for the first time—she was charming, patient, supportive, and very, very encouraging. She liked what we had been doing and tried to help us do more within our capabilities. Well, we passed, and were very encouraged by her help and her suggestions. Then, in about August or September of 1993, she called again. By this time, I should have known better than to take her calls. She asked me if I would be willing to work with a group of total strangers, but nice ones, to help put the special libraries part of this conference together. The 3 dumbest words that have ever come out of my mouth came out of my mouth. Sure, why not?

So I began to think about some of the suggestions Robin made in February of 1993, about cooperating with the other depository libraries in our area, and about HOW WE GOT THE WORD OUT ABOUT OUR DEPOSITORY COLLECTION TO THE PEOPLE IN OUR DISTRICT. Well, the answer was simple, we didn't.

[SLIDE: THE CATALOG OF FEDERAL DOMESTIC ASSISTANCE]

Do you know the only question we ever seemed to get from non-AFSC patrons "THE PUBLIC" concerned this book! And no one

ever wanted to look at it. They all wanted us to read the entire thing to them over the telephone! According to the Instructions to Depository Libraries, the depository program was established by Congress to help Congress fulfill its responsibility to inform the public on the policies and programs of the Federal Government. Again, from these instructions, "Every effort should be made to ensure that the depository collection IS USED." I mean—here it is—we had a mandate, and I didn't know exactly how well we were fulfilling it. So I called Congressman Pickett's office, talked to Lou Jurewicz, a wonderful staff member in our Norfolk office, and said, would you be interested in knowing about some of the things the Staff College Library publishes on a regular basis. Things like our Periodical Review, which is a weekly listing of some of the articles we index from our current periodicals, our new accessions listing, and other handbooks or bibliographies that we publish. They said, sure, send it on. We did, and in about a month, we had our first call. It was from a local fire chief, and he was looking for information on new developments in fire retardant materials. Well, that wasn't exactly what we had hoped for, being a military library, but we tried to give a good referral.

So in the fall, when Robin called, I thought about this whole problem, and decided that there might be others of you who are not really sure how we can best reach out to the people we are supposed to help keep INFORMED. So I called Congressman Pickett's office and asked if they would like to help us with ideas on what people ask them, and how to better inform the public of what we had in our collection. Then I called Robin, told her where I was, and she suggested calling a friend in Alaska who was a depository librarian, and we called Senator Robb's office as well. So today, I am very pleased to present to you three very knowledgeable people, representing The Joint Committee on Printing, Congressman Owen B. Pickett, and Senator Charles Robb, to discuss how we as depository librarians can better fill that MANDATE THAT WE

## ACCEPTED WHEN WE BECAME A DEPOSITORY.

I will introduce each of our three speakers now, and they will discuss the issue of "Informing Your Congressional Representatives about the Federal Depository Library Program," and we will leave room at the end for questions.

### **Shirley Woodrow** - Minority Staff, Joint Committee on Printing

- became involved with libraries and government in the 1960s while living in Alaska. Volunteered with the Juneau/Douglas public library and eventually began to work with senator Ted Stevens. With a very strong interest in civil rights, she served as the Governor's Chair of the Alaska Commission for Human Rights, the first woman and first caucasian to do so. She also coordinated the historic visit between President Richard Nixon and Emperor Hirohito in Anchorage.
- She moved from Alaska to Oregon and worked for Senator Robert Packwood in his constituent outreach program, later working for the Governor of Oregon.
- A third move led her to Colorado and genealogical research. In 1988 she and her husband moved to Washington where she was asked to serve as Senator Stevens' appointee to the Joint Committee on Printing, serving in the minority position for the Senate. It is from this position that she has become knowledgeable about printing and the Depository Library Program.

Today, she will take us inside the Senate and remind us, in a practical way, just how the process works.

**Susan Callanan** is a legislative assistant on the staff of Congressman Owen B. Pickett. She is a graduate of Yale University with a bachelor's degree in History.

- She has worked for the Congressman since 1991, dealing with issues such as:

Budget  
Agriculture  
Trade  
Taxes  
Judiciary  
Small Business  
Banking  
some Armed Services and  
Merchant Marine issues

- She is responsible for researching and tracking legislation in these areas, for drafting responses to constituent mail - for answering telephone communications requesting DOCUMENTS - for proposing legislative initiatives and working to obtain support and passage into law - attending committee meetings and representing Congressman Pickett in meetings with business and organization representatives - researching and drafting speeches

**Wyatt Shields** is from Greenwood, Virginia.

- He is a 1991 graduate from the University of Virginia, an English Literature major.
- For those of you here from the University of Virginia, Wyatt worked for three years at Alderman Library, our state depository.
- Mr. Shields currently serves as a legislative staff assistant to Senator Charles S. Robb of Virginia.

His duties include handling material requests, government ethics, and Congressional and campaign finance reform.





# Informing Your Congressional Representatives about the Federal Depository Library Program

Shirley A. Woodrow

Joint Committee on Printing Staff  
U.S. Congress  
Washington, DC

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I am thrilled to join you here this morning. I would like to thank Robert Williams of Anchorage for initiating my invitation to join this panel. My first thought upon receiving the invitation was to use my time to promote our wonderful libraries in Alaska and recognize the exceptional librarians who serve our mutual constituents there. But I was asked to advise you about practical ways to "inform your Congressional Representatives about the Federal Depository Library Program," so I will talk about that subject from my perspective in the Senate—about getting started, by going back to the basics in establishing access to the Members of Congress. I am going to talk about:

- how depository librarians can establish better access to a Member of Congress, and
- how librarians can use Senate and House staff to improve upon this access.

If time permits I will offer some examples on the results of quality access to Congress by depository librarians.

Librarians are the pioneer leaders of information dissemination and Federal depository librarians are uniquely qualified to lead in this area because of their legal

partnership with the Congress. The Congress established the Depository Library Program in 1895 and supported the program substantially further by expanding the number of depository libraries in the first session of the 87th Congress in 1961.

Whether you are an academic librarian, a State or Federal librarian or a Law or Court or public librarian, or an "other," my message will remind you about what you already know— that successful relationships between you and your political representatives result from access.

When author John Jakes wrote, "Libraries are magical places," I agreed, but I think this is true perhaps because librarians are magical people. A professional person often is recognized as such by his or her commitment to the profession and its disciplines—to its growth and contributions to the society. Therefore it is to you, the magical people, that I raise this issue today.

I was educated at Western Michigan University to become a teacher, and I began my professional life intending to teach in the nation's rural schools. Instead, like my own pioneer family who traveled to the Midwest in the 1800's, I traveled even further west from my home in Michigan to spend my adult life in the new West in the mid-1900's, in California, Alaska, Oregon and Colorado.

Another change in my life's plans occurred as well; I did not find my profession in education, but in government and politics.

I have learned one basic truth about politics, and it carries over to library services as well—in public service, in positions of public trust, whether as elected officials, legislative staff, Federal bureaucrats, or local librarians—to be effective, everyone depends on the free exchange of information. Democracies survive because of it, and each of us has a part to play in supporting that goal.

Whether congressional staff are political appointees on committee staffs, such as myself, or professional librarians, our mutual goal is to provide clear and timely communication between the Members of Congress and the people we all serve.

I am reminded of a time in 1985 when I was running a Congressional office in a small town in Western Colorado. A constituent called and asked me to locate a publication, but after a series of telephone calls to various Washington offices, I was advised to go to the depository library. I was not familiar with the term. "What is that?" I asked. "Oh, it is a library that has a lot of government books," I was told. "Where is it?" I asked. Given the address, I knew it was within a few blocks of my office, and I walked over and introduced myself. Today, with my own consciousness raised, you can imagine how simply my problem could have been resolved if the depository librarians had taken the initiative, had come over and introduced themselves when I first opened that office for the new Congressman.

I intend to emphasize only one basic point this morning: that the quality access Depository Librarians require rests on making contact with the right person on the Senate or House staff... and upon your ability to learn how your Senate and Congressional offices do business with libraries.

Here is how to start:

- Identify the person who will be your principal contact in a congressional office. This person will likely be the individual who receives the mail sent to the Congressman by constituents on issues that affect information policy, education, and libraries.
- Make the call. Make an appointment with this staff person for a courtesy visit. Every Senator and Representative has state and District offices, and Members are in the states frequently enough to meet with you after you have talked with the staff person, either in person or on the telephone.
- Arrange for future meetings or communications with the staff person to acquaint him or her with your expertise and ability to provide them with information they need to help the Member of Congress to serve the constituency.

After you have reached that first goal, of course you will want to expand upon your effort and maximize your time. The most important factors in communicating with a Member of Congress or a staff member is to recite the facts—briefly, specifically, and realistically—and to educate about the needs of the library and the information community in your state. Members of Congress and their staffs are accessible in person, on the telephone, by E-Mail, by fax, by letter, or on the Internet.

If you are communicating with your Senator or Representative by mail it is important that your message be specific and concise. For example, in 1992 a librarian in Alaska might have written, "I would like you to vote for the GPO Access bill because it will allow me to capture data that I can transfer electronically to the Eskimo villages in my region." Specific correspondence such as this routes directly to the staff person assigned that subject matter.

Another point, if you are communicating by mail, comment on one subject at a time. If your correspondence is not focused or is too broad, perhaps including a wish list for the next century, the real issue could be bounced around the Member's office while the mail handler spends more time with your communication than the appropriate professional on the staff.

Senate offices receive hundreds upon hundreds of communications daily. And while you may wish to comment on several matters, communicate on only one subject at a time. The focused approach will provide quicker access to the staff person with whom you are establishing a partnership.

Senators do not complain about the sacks of mail every day on all subjects, or the floppy disks, or the E-Mail, or the Internet messages by the hundreds, or the telephone calls, but they must make necessary internal decisions affecting the responses to constituents.

In the office of Senator Stevens, for example, in-depth responses are prepared mainly in response to communications that have come from Alaskan constituents. Most other communications are handled by referral to other offices; some routed to another Senator who represents the state from which the communication originated. Sometimes, depending on the subject matter, it goes to an agency for review and response.

You may have heard Senator Stevens at a Senate Rules Committee hearing recently ask a witness if the Secretary of the Senate had the technical capability to sort mail for all the Senate offices as they do in the British Parliament. The Senator asked if they could tag the e-mail coming into the office so each Senator would receive only the messages and e-mail about his state or from his state. With the information technology advances of the 1,990's, congressional offices are adopting important internal procedures to help move communications along. It is helpful if you know what they are at least in a general way.

Mail notwithstanding, generally it is your access to someone on the staff that works. If you are meeting a staff person or a Member of Congress, bring a one-page, typed document, describing who you are, how you can be reached, and a summary of what you have come to say to the Member of Congress or his staff. You would be surprised to know how often a written description of the purpose of your visit will expedite the successful result of your mission.

If you are an old hand at this access and communications business, you may find that Senators and their staffs take the important bridge between their offices and the depository libraries in their state for granted. Certainly I believe that Members of Congress count on their librarian constituents to provide them with facts that affect the future of libraries. I have been in meetings in which a Senator or his staff might say, "Well, I have not heard from my librarians on this." In other words, an issue therefore may not be considered to be significant since a Member of Congress had not heard from "his or her" librarians.

If you use the Internet, you may have read the testimony from the Senate Rules Committee hearing on February 10th. You would have noticed how astonished Senator Stevens was that the National Performance Review panel never sought the opinion of librarians on the information segment of their proposal. Thanks to Katherine Mawdsley and Anne Heanue, the Congress has as part of the legislative record the recognition that the ALA had taken the initiative and made their views known. The operative word here is initiative.

Another lesson: After you have practiced some of these techniques, and if the Senator or the Representative tries to achieve your objective or does what you want him or her to do—say thanks. Your elected officials like to receive recognition. Take the initiative to bring the issue to closure by extending your appreciation. It pays long range dividends in maintaining access. I can report how pleased Senator Stevens was to receive the Alaska

Library Association resolution honoring him for his work on the GPO Access bill, not to mention being included in the Freedom of Information Day Awards by the Coalition on Government Information.

Finally, if you are reluctant to get involved with politicians just because politicians are politicians, I would urge you to take the initiative and consider that most politicians view books and libraries in a very bipartisan way. I doubt that you will find a Senator or Representative in either party not interested in books and libraries. Some of them simply do not know about you. So take the initiative, be exact, be brief, relay the facts, and extend thanks.

# Library Programs Service Update

J.D. Young  
Library Programs Service  
U.S. Government Printing Office  
Washington, DC

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Good morning. I am pleased to see such a great turnout for the third Federal Depository Conference, and I hope that many of you will be able to stay on for Saturday's meeting of the regional depository librarians, and next week's Depository Library Council meeting. During my time this morning, I want to bring you up to date on some of the issues and change processes which are effecting GPO's Library Programs Service and the Federal Depository Library Program.

Often external forces change the Depository Library Program. GPO and government printing in general have been scrutinized in the National Performance Review process, and different visions of our future are being discussed in Congress. Right now, we are watching with great interest the action on HR 3400 as it moves through the Senate Governmental Affairs Committee and the markup process, and the interaction we hear is going on between the Senate Rules Committee and the OMB.

So far this year, the depository program has been affected by a reduction in the volume of printing coming through GPO. Some of the reasons for this reduction include the Clinton Administration's effort to reduce the overall cost of Government, the technological shift toward electronic publishing, and originating agencies retaining a portion of their printing work in-house. The result is that there have been less print orders coming through for us to ride for depository copies. Our distributions to libraries are

down significantly from last year. Through the end of March, LPS distributed nearly 14% fewer titles than during the comparable period in FY 1993.

This reduction in the number of acquisitions opportunities is also effecting LPS financially. At this point, the dollars obligated for depository library printing and reproduction are also running about 15% behind last year's pace. Because of this lower-than-projected rate of spending, we will probably be able to operate the program within the available resources this fiscal year.

However, Congressional action on our FY 1995 Appropriations will have a major effect on future program offerings, as well as the drive toward electronic dissemination. In his testimony before the House Appropriations Committee on GPO's appropriations request for FY 1995, Public Printer Mike DiMario presented a full needs-based budget request. GPO's FY 1995 request for the Depository Program, for Cataloging and Indexing, and other Programs under our Salaries and Expenses Appropriation was \$33.9 million, an increase of \$4.8 million, or 16.6% over FY 1994.

Most of the requested increase, or \$3.5 million over the FY 1994 budget, is for depository library printing and reproduction, the line item that also includes electronic information delivery. We asked Congress for sufficient funds to continue distribution of the full range of content and format choices which



have traditionally been in the Program, as well as to increase our range of electronic offerings. The requested increase includes \$1.5 million to fund online dissemination of the Congressional Record and Federal Register at no cost to depository libraries under the GPO Access Act. Another \$1.1 million will cover production of depository copies of the 1994 revised edition of the bound U.S. Code which is revised each 6 years. As you may recall, we requested \$33.7 million in FY 1994, but were only appropriated \$29.1 million, the same as FY 1993. Realistically, getting \$29.1 million again is probably the best we can expect for FY 1995.

If we continue at a flat funding level, it is not likely that we will be able to afford the range of format choices that you have seen in the past, while at the same time adding online services under GPO Access. When electronic formats are significantly less expensive than the paper or microfiche there will be a real financial incentive to offer only the electronic product. We should welcome this change. It is rare that you can get more for less, but in the case of electronic products, you often get increased functionality at a lower cost. A side effect of this movement toward distribution solely in electronic format will be to increase the users' pressure on the depositories for more PCs, more network access, and more user assistance.

Clearly, the challenge of electronic information will be driving change for both GPO and the depository libraries. As traditionally print-oriented institutions, we must evolve to face these challenges:

- Since the production of electronic information is becoming distributed rather than centralized, GPO's role is changing. The challenge to GPO is to act as a coordinator, a facilitator, to bring the electronic information to you under the legal basis of the Federal Depository Library Program. Our position in this regard is that any agency acting outside the Program, as defined in Title 44 of the U.S. Code,

will be spending taxpayers' money without the return obligation on the part of depository libraries to retain the information or make it available to the public.

- The challenge to depository libraries is to provide free access to electronic information to the general public. This requires a shift for libraries; from ownership to delivery; from a just-in-case to a just-in-time philosophy.

I want to cover in some depth how LPS is evolving to meet these challenges, but I will also comment on what we think depositories must do to meet the electronic information challenge. In LPS, we are following three general approaches:

- 1) We are increasing our reliance on electronic information;
- 2) We are attempting to maintain information dissemination under the official Depository Library Program through developing strategic alliances with other Federal information providers, and
- 3) We are working to improve our communications and responsiveness to depository libraries.

### **GPO Electronic Access**

Ten months ago, President Clinton signed into law the "Government Printing Office Electronic Information Access Enhancement Act of 1993." Under this authority, we are building an electronic infrastructure to establish the depository program in the electronic future. We must guard the public's right to free access to Government information while still juggling a limited program budget.

The Access Act requires GPO to provide online access to the Congressional Record and Federal Register; to establish an electronic information storage facility; and to

develop an electronic locator of government information products and services. In addition, as the Senate Rules Committee report language made clear, Congress viewed information dissemination to libraries through the Federal Bulletin Board as also under the Access Act umbrella. We have handouts here that provide the latest information pertaining to the online Record and Register, the GPO Locator, the Federal Bulletin Board, and the storage facility, known as Federal IDEA (Information Dissemination for Electronic Access). There will be demonstrations of the Bulletin Board and the online Record and Register tomorrow; from noon to 2:00PM, and from 4:00 to 5:00.

GPO's Internet connection is in place and we have the Federal Bulletin Board up on Internet for internal testing. The Bulletin Board will soon be available to you on Internet, and we plan to authorize one user ID per depository library to have unlimited access to the Board's paid files, at no charge to the depository library. Each depository must re-register on the Board and designate one specific ID which will have the no-charge download capability. Each depository will be receiving a detailed packet of information on the new Bulletin Board offerings and the registration process.

We will monitor the use of the Board by depositories during a six-month test period to assess what types of libraries are using it, which files are being used, the time spent on the system, etc. The reason for monitoring is that even with online electronic dissemination, there is no free lunch. Files must be prepared and loaded, kept up-to-date, users registered, inquiries answered, and so forth. The costs of the depository use will be charged to our appropriation; the same funding source that covers everything else in the Program.

The Library Programs Service is also involved in the development of the GPO Locator. The University of Kentucky Research Foundation is under contract to develop a prototype of the Locator Service. This prototype is being designed to point users to

government information which is available through both the Depository Library Program and the GPO Sales Program. The basic point of entry to the Locator Service will be via Internet, although asynchronous (dial-up) use will be an option.

One of the Locator applications will employ existing Library Service and Sales Service data, but link it together in new ways. The prototype will contain a year's worth of bibliographic records from the Monthly Catalog and the entire Publications Reference File. This will show what's out there, and of that, what's for sale. The MOCAT records will be linked with item selection and library address data to show which depositories have a publication and where those libraries are located.

I outlined some of the features of the Locator Service at ALA Midwinter in Los Angeles. However, one of the most critical functions will be to direct users to a depository library for assistance even if their locator system search is unsuccessful. This feature may very well increase reference and referral demands on depositories, but it is vital to our users. Even if users cannot find exactly what they want on their own, the Locator should guide them to a Government documents librarian for assistance. The depository librarian will help to close the widening gap between the information rich and poor in our society; between technologically sophisticated users who can navigate on their own; and those users who still need the mediation of a professional librarian.

### **Electronic Dissemination - Effect on Libraries**

GPO is focusing on practical applications of electronic technology, and we expect these to increase utilization of depository libraries. Is your library ready—The preliminary results from the 1993 Biennial Survey indicate rapid growth of electronic capabilities in depositories, but too often the high-tech workstation is in the library's technical service

or staff only area. Depository libraries must increase electronic capabilities for public use, as more and more, electronic media and networks will be the preferred, or even sole, channel of dissemination. A depository's ability to serve the public with electronic information is a great concern. Clearly, when the Government expends funds to disseminate information to libraries, it is with the expectation that libraries will serve the general public; not just their students, their faculty, or the residents of their immediate municipality.

In order to get more detailed information on depositories' computer assets and networking capabilities, we will conduct a detailed survey later this spring. Some questions *will* focus on whether your computer assets are available for public use rather than simply dedicated to the library staff. We need better information to plan future electronic dissemination and product selection decisions. The survey results will also assist your library in its planning, by giving you a benchmark to compare to similar libraries.

These issues are increasingly critical, especially the provision of Internet access for public users as well as library staff. Internet will be the main channel to get into the various components of GPO Electronic Access. There will be increased pressure for depositories to allow the public to use their Internet connections. In addition, our long term view is that we will use Internet as the vehicle for depository program administrative information.

Every depository should be planning to get on Internet; both to communicate with GPO and other depositories, and to permit their users to access electronic Government information. We recognize that this direction has very serious resource implications for depositories, particularly those in public libraries and small academics. However, in the interest of service equity and public access to Government information, it's the direction we should be heading.

## **External Alliances with Other Providers**

In the coordination role I mentioned earlier, one development we have underway now is the dialogue between GPO and the National Technical Information Service. A GPO/NTIS partnership represents a real opportunity to improve the comprehensiveness of the depository program. In its Rules announced in the Federal Register back in January, which resulted from the American Technology Preeminence Act, NTIS proposed to use its capabilities to bring more scientific, technical and engineering information products into the Program.

The NTIS Rules, when originally issued for public comment, had little mention of depository libraries, but due to feedback from the community, ended up with a great deal. Following the issuance of the final NTIS Rules, the Public Printer wrote to NTIS Director Don Johnson and proposed that NTIS carry out these activities relating to Depository Libraries through an Interagency Agreement with GPO. In his March 1st letter to the Public Printer, Don Johnson indicated that NTIS is eager to enter into an Interagency Agreement with GPO. We have drafted an Agreement, and in a talk I made to the NTIS Advisory Board recently, I outlined some of the key provisions of the draft.

NTIS actions under its new Rules, to provide full text online access to final STEI products for depository libraries at no charge, will be a significant contribution to our Program in gaining access to Executive Branch online information.

We hope to have the draft agreement in NTIS' hands very soon, and then to begin what should be an interesting negotiation process. I will speak more on this at the Council meeting next week.

We welcome NTIS or any other Federal agency's involvement in the Program, but our greatest concern, as I mentioned earlier, is that the information be provided specifically under the auspices of the Depository Library



Program in accordance with Chapter 19 of Title 44 of the U.S. Code. This is necessary to assure that information provided by the Federal Government at no cost to the depository libraries is in turn made available free to the general public as required by Title 44. Unless distributed under the official Depository Library Program, libraries would not have the obligation to retain materials or to provide access to the general public, as is clearly the intent of the law.

I'm sure you have heard about NTIS' \$6 million appropriations request for technology grants to depository libraries. If Congress funds this request, we will work with NTIS, the Joint Committee on Printing, and representatives of the depository library community, to develop a plan to ensure that depository libraries which receive NTIS technology grants utilize the funds strictly to enhance the libraries' electronic information handling capabilities to improve public access to Government information. However, we are concerned about equity issues - the "rich libraries getting richer." We will encourage NTIS to consider using the grants to bootstrap the most needy libraries to help them get up to speed.

### **Responsiveness to Depository Library Community**

I'm sure most of you know that the Library Programs Service is now on the Internet. LPS staff access the Internet through a network service provider, which gives us e-mail and access to the listservs. We are using Internet to keep you posted on developments in the Program. We're also monitoring and accepting inquiries on GOVDOC-L.

We have one request though--please continue to use the "Depository Inquiry Form" for complex inquiries. If your request requires research on a specific title for acquisitions or classification, or is about a fugitive publication, we need documentation from you in the form of photocopies of title pages, etc.

to support the request. The already established procedures for the "Depository Inquiry Form" allow us to more systematically respond to all types of requests.

We are committed to providing a timely response to inquiries, but there is insufficient staff to respond to complicated e-mail requests within the necessary limited time frame associated with e-mail. For many of the requests that have been sent via the Internet to Depository Administration Branch, the Internet is not providing a more timely format, but is rather adding an additional step to the process. We will appreciate your assistance during this transition phase to this electronic medium.

Many of you have probably seen that we are using GOVDOC-L to collect your nominations for the Claims Core List Open Season. We recently extended the deadline until May 31 for you to propose additional titles for the Claims Core List, so the libraries which rely on Administrative Notes for this kind of information have an adequate chance to respond. It's the right time to be looking at this list again, as we can include the results in the annual item selection update process, which will establish our order counts for the upcoming fiscal year.

As I mentioned at ALA Midwinter, last Fall I established a study group within LPS, led by Tad Downing, our Chief of Cataloging, to look at how the selection process could be refined to assure that fewer unwanted materials would be received by depository libraries. This effort was a response to the numerous comments we got from librarians at the Chicago Depository Library Council meeting last November. We concluded that moving toward a one-to-one correspondence between item numbers and class numbers will achieve the purpose of refined selectivity and should decrease problems with selection. Specific proposals related to achieving the one-class-stem-to-one-item-number relationship have been developed and reviewed. As to who will carry all of this out, I am pleased to announce, that I have recently selected Robin

Haun-Mohamed, who has been with our inspection team for over 2 years, to fill the critical position of the Chief of the Depository Administration Branch.

Robin's area manages the item number and classification systems, and under her leadership, will be moving ahead with the item number refinement. You can expect this to be a gradual process, and one that we will implement with due care and consultation with the community. It is likely that this process will require more preference surveys, and as you know, we have been trying out some modified survey techniques. Last fall, we had the fax survey, 93-002, covering the Digital Chart of the World CD-ROM. Recently, we were able to take the data compiled by the Teleform fax software, and upload the results directly into our system without keying. This is an important step for us, and we may employ additional fax surveys in the future.

We also heard your concerns and inquiries concerning Roadway Package System (RPS) deliveries. We've sat down face-to-face with RPS and discussed these problems with them. RPS explained that the problems were almost always a direct result of the severe weather last winter, often meaning their trucks just could not get through. We are conducting a survey on RPS delivery services at this meeting, and I hope you'll take the time to fill one out. Also, an RPS representative will be at the Information Exchange on distribution services, today at 2:00PM.

In order to maximize the communication opportunities of this conference, we have included in the agenda three GPO Information Exchange Sessions, and one Open Forum. The Open Forum session follows my talk, and will be moderated by Sheila McGarr. During the Open Forum we will have most of the LPS senior managers here to field your questions and listen to any concerns you may have. Sheila will follow me and will explain the Open Forum ground rules.

# CD-ROM LAN in an Academic Library

**Barbara Kile**

Rice University Library  
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## Introduction

I am sure we all had a variety of reactions when we first heard that we might be receiving CD-ROMs as part of the depository library program. These reactions probably varied from screams of "Not another format!" to great excitement at the thought of being involved with this new technology.

Government information on CD-ROMs certainly opened a new dimension to documents librarianship. We, the librarians, had to become the interface between the patron and the sources. No longer is a familiarity with government publications and their content sufficient to help the user, now we also must possess the technical skill to access the information or data in this new format.

The advantages of CD-ROMs were quickly touted. They would make more information available more quickly, searching capabilities would be improved and expanded, and the storage capacity of one disc was far greater than a printed publication or floppy disk. However, as we all know, there were disadvantages to issuing government information in this format. First, CD-ROMs required new and expensive equipment to access the information. Secondly, there was no support for standardization of the product. We received CD-ROMs with a variety of search software or with no software. Finally there was the issue of training staff and users to competently

access the CD-ROM and the information it contained.

We have shared information and our frustrations as we attempt to bring this technology into our libraries. Today the members of this panel are going to talk about various ways to provide access to the growing numbers of CD-ROMs in our libraries. I am beginning by discussing the establishment of a local area network (LAN).

## Definitions

First, I would define a network as two or more computers connected together by some communication mechanism like a traditional wire or state-of-the-art fibre optics. I would further refine this definition for a local area network as computers connected together in a defined local area, i.e. an office, department, floor, or building.

## Planning

As with any library operation, we need to do adequate planning for this new operation. We need a good plan to convince administrators to spend the money necessary to set up a LAN, to convince our colleagues that this is going to be an exciting new way to provide service, to convince some of our users that this little disc truly does contain information and is not something their teenagers use to blast them out of the house,

and finally we need a good plan to insure that our LAN is up and running all of the time.

Our plan might begin with some of the reasons for putting CD-ROMs on a LAN:

- Economic benefits  
Multiple users share equipment
- File sharing  
Files are shared or sent to others on the system
- Increased security  
Controlled access to the CD-ROMs
- Remote access  
Increases the potential for outreach activities

Next we need to define the perimeters of our LAN—will it be in the documents department or throughout the building?

Once that decision is made, we can determine how many terminals we will need—for example, two in the documents department and four in the reference department.

Now we need to look at our users—are they undergraduates who are very computer literate or older faculty who still want to use printed materials or people from the community with varying computer skills? In all likelihood, they will be a mix from all of these groups and our LAN will need to be designed to meet varying needs and technical skills. To meet these needs we will probably need to set up help screens and menus that provide for different levels of searching.

The next planning question is "What CD-ROMs are going to be mounted on our LAN?" A decision must be made whether this LAN will be limited to bibliographic files or whether it will include research materials.

An integral component of our plan is staffing. Who will be the LAN administrator, do we need to hire someone? Will the

existing public service staff provide the interface between the users and the LAN? Will one or two staff members be given this as a primary duty?

Along with staffing levels, we must consider training. The staff will need to be trained in using the LAN. They must understand the subject/content of the CD-ROMs in order to help formulate search strategies and understand the capabilities of the network. They must also know how to bring the system up, print, download and how to do some troubleshooting. Another component of training is the assistance that is given to our users. We need to train our users, so that, their searches yield positive results. To that end pertinent questions are "What kind of written documentation will we provide? Can we provide hands-on training for our users?"

Most of what we have discussed so far in our planning process are items that all of us can understand and about which we can make recommendations. However, there are many technical considerations that have to be included in our plan, so throughout these discussions we need to include people with the technical knowledge to advise us. There may be staff in the library or university that can provide this information or it may be necessary to hire a consultant.

Once we have made these planning decisions about the LAN, we should be ready to prepare a budget.

## **Budget**

Our budget should include:

- Equipment costs (terminals, server, printers, etc.)
- Wiring to connect our equipment
- Software requirements
- Personnel (technical staff, altering public service positions)
- Furniture (tables, carrels, chairs)

- Training costs (workshops, printed documentation)
- Supplies (paper, ribbons, etc.)
- Network support (ongoing cost for enhancements and upgrades)

Finally, our plan should include a timetable for implementation and assignment of responsibility for the various components of the LAN. Coordination of these activities is essential.

### Other Factors

It is important that we keep in mind our campus environment and how this LAN will fit into the campus automation plan. This goes hand-in-hand with the technical considerations in planning and budgeting.

Establishing a LAN provides the potential for increasing our outreach activities. If our LAN is set up for remote access, we have the means to reach many more users through dial-in access.

Finally, we must not forget publicity. We need to think about how we are going to let people know about this wonderful new resource. This can be as simple as signs in the library and announcements in campus publications or a special event to announce the inauguration of the LAN.

With thorough, proper planning, realistic budgeting and an emphasis on service, a LAN can be established which provides "Documents to the People."

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# Setting Up a CD-ROM Work Station In an Academic Library

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*(Loosely adapted from: Lopresti, Robert. "Setting Up a Public Workstation with a Pioneer Six-Changer," in: Maxymuk, John (ed.). Government CD-ROMs: A Practical Guide to Searching Electronic Documents Databases. Available from Mecklermedia, 11 Ferry Lane West, Westport, CT 06880. 203-226-6967.)*

## Introduction

I am here today to talk about setting up a single workstation to run government CD-ROMs in an academic depository library. I am not here to convince you to do it my way. I'm not even here to tell you "how we do it good at WWU." In short, I am not here to give you all the answers. What I hope to do is give you the right questions. If you set up a workstation you will have to answer these questions in the process. If you know about the questions in advance you have a much better chance of finding an answer that satisfies you.

My own experience is at Western Washington University, where we run about 40 separate CD-ROMs on a workstation that we call DOCBASE. However, this speech is not limited to the set-up we use on DOCBASE. You may choose to answer the questions differently than we did. I am assuming that you have decided on a workstation approach; that is: running several government CD-ROMs on a personal computer, as opposed to dedicating a

computer to a single disc, or running a disc on a network. The decision wheel on the accompanying diagram lists the main categories of questions you need to answer, or decisions you need to make, in setting up your workstation. One reason for showing it as a circle is to indicate that these questions are of equal or near-equal importance. They all need to be answered. However, we have to start somewhere, so we will begin at the top and work clockwise.

## CD-ROMs and Other Electronic Formats

Which CD-ROMs should run on the government documents workstation? This is a very complex question, even for a depository library whose choices are more or less limited to the materials offered by the GPO program.

First, we must examine a basic assumption. Throughout this speech I keep referring to CD-ROMs, but are they the only material that will run on our workstation? The Department of Energy is putting out its material on floppy discs. Other material can be downloaded onto a hard-drive from BBSs. Some CD-ROMs, like NEPA/BRAC from the Department of Defense, contain material that will only run from a hard drive. Some CD-ROMs contain mostly "microdata," meaning that they consist essentially of just numbers, with no method of access. Unless the library acquires software to sort the data

and places that software on the hard drive of the computer, there is no purpose for running these on a public machine.

Many of the CD-ROMs that do come with software arrive in many different discs, or volumes. In these cases the library needs to decide which discs to run on the workstation.

For example, you may only want to run the latest month's issue of U.S. Exports. You may choose to run all of the Census long form discs, or only the disc for your state. Of course, all depository discs need to be available to the public in some way.

Just as with paper and fiche, libraries need to be cautious when deciding that a CD-ROM has been superseded and may be discarded. Each issue of the U.S. Exports and Imports CD-ROMs give figures for the current month and the year to date. Some patrons, however, are likely to want month-by-month figures, and that can only be obtained by comparing discs for all the months.

Another example was recently pointed out on GOVDOC-L. The GPO permits us to discard older issues of NESE, but some special files, such as Clinton's Economic Plan, appear on only one issue.

A library may decide not to run a particular disc at the workstation because of its contents. I am not talking about censorship here, but recognition of patron interest. A disc that is expected to have no use may be stored and only brought out upon request.

Some government material arrives from outside the depository system. One example is SAID, the Department of Labor's Substance Abuse Database.

You may want to include some electronic publications which are not governmental issue at all. Examples might include U.S. Code Annotated or CIS's new Index to US Governmental Periodicals. In such cases it becomes important to check licensing

arrangements, since commercial ones may be quite different from those of the government.

## **Hardware**

At a minimum, the physical equipment for a public workstation for government CD-ROMs should consist of:

- A PC-type computer. PC is preferable to Macintosh simply because most government CD-ROMs have been coming in DOS format.
- Floppy drives. Ideally both a three and a half inch drive and a five and a quarter inch drive.
- A CD-ROM drive. This can be stand-alone, or a tower, or a juke-box type device.
- A printer.
- A cabinet for storing CD-ROMs when not in use.

## **Location**

Finding the best location for the workstation is a major consideration. As with any computer, the workstation needs to be located in a place that won't damage the discs or machinery. This involves checking for electromagnetic problems as well as heat, cold, and humidity issues.

Like any public computer, the workstation will need to be under at least occasional observation. The printer will need maintenance.

Depending on what equipment you are using to run the CD-ROMs, and how many you are offering to the public, you will probably need some system for switching discs.



If a patron wishes to access CD-ROMs that are not currently plugged into the drive, she will either have to do it herself or ask a staff person to do it.

If the staff person is going to change the disc then ideally both the six-changer and the spare discs should be close to the staffer's station. If the patron is going to make the change then proximity to the staffer may not matter, but questions of security become important: are the discs going to be within reach of the patron? If so, are they safe from theft?

Any plan that requires the patron to handle the discs increases the chance not only of theft, but of accidental damage. Careless handling can break boxes.

Not only do machines need space, but so do the people using them. You will need to provide work space next to the computer. There must also be room near the machine for all the manuals the library wants to supply.

## Software

Each CD-ROM requires software to function. The library must decide what software to make available to the public. This can affect which discs to run on the machine. Furthermore, the software may affect the size of hard drive and amount of memory needed.

Many government CD-ROMs come with software on them or on an accompanying floppy disc. In some cases, such as the OSHA CD-ROM, this is the only software available or needed. From the library's point of view this is the easiest situation; the only decision is whether to move the software onto the hard disc. This is often recommended, usually to improve speed of access.

Many of the Census Bureau's discs can be used with EXTRACT, a software program developed by the Bureau. The program is available on some of the discs and can also be downloaded from the Census Bulletin Board.

EXTRACT requires auxiliary files, which are sometimes found on the discs and sometimes on the Census Bulletin Board.

EXTRACT permits a user to access information in spreadsheet form, through more complicated methods than are allowed by the GO software that comes with most Census discs. EXTRACT is too complex for the average patron to use without assistance or training, so if a library chooses to put EXTRACT on the computer, it needs to train staff and/or patrons.

There are several sources for noncommercial software. Some libraries may have access to people capable of creating software to fit their own needs.

Shareware and freeware are computer programs produced and distributed through informal means, such as hand-carrying or bulletin boards. Freeware is, as the name implies, free for the taking. Shareware is usually available for a free examination, with the understanding that you will pay a fee if you find the program useful.

This can be a helpful way to share home-made programs and keep from reinventing the wheel. However, it is important to be aware that such material seldom comes with guarantees and typically receives less checking for bugs than commercial software. Hand-carried programs, also known as "sneakerware," are a major transmitter of computer viruses.

There are at least three categories of commercial software relevant to government CD-ROMs. Some discs can be used with standard spreadsheet programs such as dBase or Lotus.

Some CD-ROMs contain files that can only be used with a word-processing program, usually WordPerfect. Sections of the Army's NEPA/BRAC disc are only available that way.

Other CD-ROMs require or permit the use of commercial products specially designed

for those discs. A number of programs exist to turn the TIGER files into useful maps, for example.

The library has to decide which programs, if any, to buy and run on the computer. Specialized programs tend to be aimed at specialists, and the average patron may not have the vocabulary and skills necessary to use them without help. The library will need to decide what kind of assistance to provide.

The librarian also needs to make sure the purchase contract for commercial software permits the usage the library intends to make of it. Software manufacturers may not have anticipated multiple use, or their software being copied onto a public access machine.

## **Interface**

Government agencies show their individual personalities in their publications. This is a polite way of observing that the products of the various departments are inconsistent and often incompatible with each other.

By putting all or most of the CD-ROMs on one machine, we can help the patrons to cope with the variety of discs. This is why many libraries choose to give their computer a name, such as DOCBASE or EDD, rather than labeling it with a dozen signs that say: Census, OSHA, NEPA/BRAC, and so on.

The library needs to make decisions about the face the computer will show to the public. To begin with, the library needs to determine whether to use DOS, Windows, or Macintosh. Most CDs are designed for DOS, but many will run with Windows and 1994 has shown us the first few, like the IRS disc, which run only with Windows.

In order to show the patron a list of available CD-ROMs, the library needs a menuing system. Two approaches to this are being demonstrated at this conference. One is

the DOCBASE system, which was designed at Western Washington University using basic DOS commands like EDLIN and COPY CON.

The other is the Electronic Data & Documents system developed by James Vileta of the University of Minnesota, Duluth. EDD operates with a commercially available menu software program called MenuWorks.

Both systems have been described in Administrative Notes and you are welcome to try them out and compare the different approaches.

In either case the goal is the same: to use menus and batchfiles to make the selection of CD-ROMs as transparent as possible for the user. For example, the patron should be able to start a CD-ROM without knowing the start-up commands.

The final element that should be available in the Interface is some kind of basic system help, available from the main menu. Unfortunately not all the CD-ROMs provide help, but we can at least start the patron out in a friendly atmosphere.

## **Security**

For obvious reasons, the library needs to be able to control the use and content of the computer. I have already mentioned the possible dangers involved in allowing patrons to handle the CD-ROMs.

If the patron has access to the keyboard and to a floppy drive, she could change or even destroy the contents of the hard disc.

The library can write or purchase security software that hides key files (such as AUTOEXEC) and commands (such as FORMAT), or produces password controls. Commercial menuing software often has these capabilities. Whatever system is used, librarians should never become so confident that they forget the most important security measure: frequent backups of the hard disc.

The newly revised Federal Depository Library Manual requires that back-ups be made of all floppy discs received through the depository system.

## Service

Most patrons are going to need help the first time they encounter a government CD-ROM. A library needs to decide what kinds of help it wants (or is able) to provide.

As indicated earlier, a major factor in deciding on the location of the computer should be proximity to librarians and staff who can help the public in using it.

You also need to determine the hours that staff will be available and how much training the assistants will have. If only a few people are really expert in using the CD-ROMs, you may want to encourage patrons to set up appointments.

How much training will the staff serving the area receive? Will they all go to Census workshops on Extract? Will they at least have had a chance to read the help files?

At many libraries, people who work outside the depository section are notoriously reluctant to deal with government publications. CD-ROMs can exacerbate that, or, if you are creative, may serve as an opportunity to combat it.

Many government CD-ROMs come with lengthy instruction manuals. Others come with only a brief handout or nothing at all.

The GPO depository system generally does not send a manual in printed form if the library can produce a copy by printing it off from the CD-ROM. The library thus has to decide whether to make do with a "home-made" copy of the manual or purchase a more professional looking copy from the government. If the library has decided to put commercial software on the

computer, then manuals for these programs must be available too.

A library will probably want to create an overview guide for the work-station. Such a guide would describe the type of information available on the station, the provenance of the discs, and indicate how they may be successfully used.

For example, patrons often have difficulty understanding that a depository library's selection is generally limited to what the government has chosen to publish. Patrons will ask which CD-ROM contains National Parks Service information, and be disappointed that no such discs have been distributed.

Another problem is that many patrons think of CD-ROMs as bibliographic sources. Because they have used Infotrac, ERIC, Psycinfo and the like, many of the patrons will expect the discs to contain lists of government publications, rather than to be the publications themselves.

A general system guide would explain these things. It can also describe library policies, and it should also tackle the tough question of how to cite a CD-ROM in a term paper.

The library may want to create their own guides to some or all of the CD-ROMs. This should not be confused with simply printing off a copy of a manual, as described above.

Ideally these guides should be short, containing only the information an average patron will need to use the material, and should be geared to the individual library.

Most important, the guides should be consistent. The baffling differences between different software products, such as QAccess used by Congressional Record, GO used by Census, and Romware used by NTDB, can be somewhat ameliorated by using a single format for the guides, thus creating a written "front end" to help the patron adjust to the

different tools. These guides can appear in a manual near the computer or as handouts to take away.

We produce such a guide for each CD-ROM that runs on our system. The questions always appear in the same order, and the answers always appear in the same formats.

## **Policies**

Many policy questions need to be answered in setting up a work-station. Some of these have been discussed already, but there are a few others.

- **QUEUING.** If the CD-ROMs are running on only one machine, there may be times when several patrons want to use it. The library may want to create a time limit for busy hours, and set up a time-sheet for such occasions.
- **PRINTING.** Most government CD-ROMs permit information to be printed off. The work station should be attached to a printer. Many of the discs contain lengthy files that may print off twenty or more pages (NTDB for example). The library needs to decide whether to limit the number of pages a patron can print off. Some libraries have their computer printers set up to take copy cards, and charge by the sheet.
- **DOWNLOADING.** Most government CD-ROMs permit data to be downloaded onto a floppy disc. This permits patrons to take data home and manipulate it when they wish and with the software of their choice.

Libraries may wish to consider selling floppy discs for the convenience of their patrons. Since some patrons will arrive with unformatted discs, it would be wise to include in your menuing system an automatic method

for formatting floppies. This diminishes the possibility of a patron accidentally typing the dreaded "format c:" and erasing the hard drive.

- **CIRCULATION.** The library may wish to permit some CD-ROMs to circulate. CD-ROM drives are becoming more popular, especially with small businesspersons who are particularly happy to learn about the National Trade Data Bank and other government products. The library needs to decide which, if any, discs will circulate, and create written policies.
- **PUBLICITY.** Depository libraries have an obligation to inform their community and promote documents. Government CD-ROMs offer a tremendous possibility for publicity and should be considered in that light.
- **RECORDS.** Record-keeping is a responsibility of every depository, whether or not they have CD-ROMs. However, if you have a work station, you need to keep track of which series are running on the workstation, and which discs from each series.

## **Conclusion**

With the exception of some reference material, most items in libraries are not used the way their creators intended. Popular books, for example, are generally published with the idea that they will be read by one owner. Hard use by a parade of library patrons often results in broken bindings or worse.

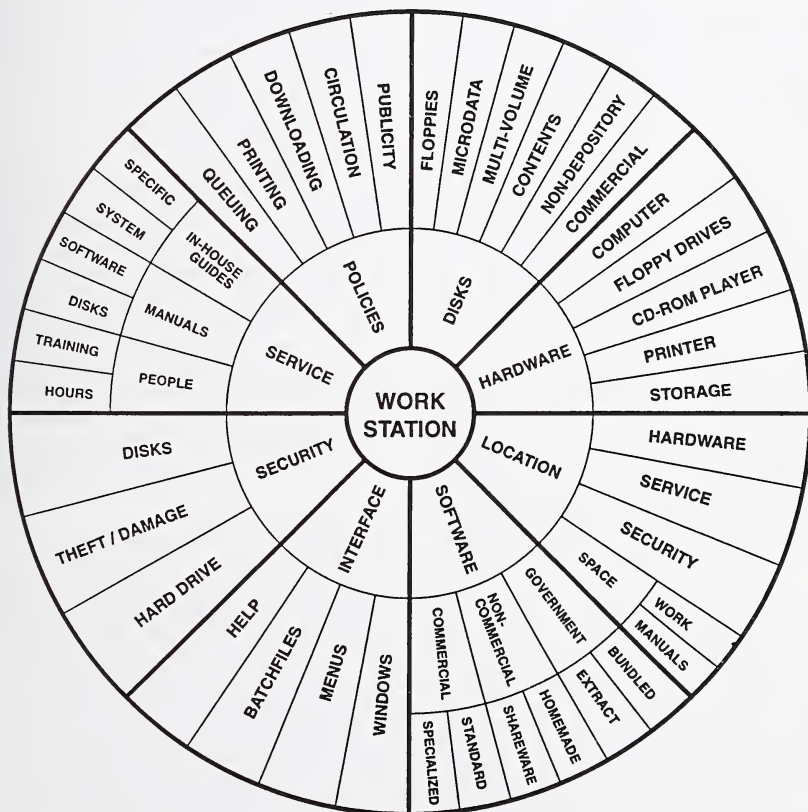
When non-print media are involved, the differences can become more significant. For example, many government CD-ROMs are intended for audiences other than the general public. The OSHA disc is aimed at Labor Department employees. Census PL94-171 is

aimed at local government officials. The National Trade Data Bank is aimed at businesses.

The challenge for the depository library is to make all of this material available in a way that is useful to the general public.

The single workstation approach is one solution; there are others. Many of the questions discussed here would apply to any system. I wish you good luck in finding answers that work for you.

## Setting Up a CD-ROM Work Station: Decisions to Make







# Reference Service in an Urban Setting

**Sherry Mosley**

Florida International University Library  
Miami, FL

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I was asked to talk about reference service in an urban setting. I'm not sure if the implication was to compare that with doing reference service in a rural or suburban setting—if it was, I'm sorry because that isn't exactly what you'll be getting this afternoon. The main reason that I can't compare the two is that I have never really worked in a library that was in a rural area—the closest I can come is when I worked on Long Island and I don't think you can call that a rural setting—suburban, yes, rural, I don't think so! Instead I will be speaking about working in a multi-cultural university and city. I think the type of reference service one gives does not only depend on urban versus rural but also city versus city and the type of library it is. For instance, for 10 1/2 years I worked in Youngstown, OH, a city of approximately 100,000 people. Yes, though smaller than the city of Miami, it is still an urban setting, but the reference services given by the two documents departments vary quite dramatically.

First, let me give you some background on Florida International University (FIU). FIU is made up of 2 campuses—one in Miami (actually, it is a 30 minute drive to downtown Miami) and one in North Miami, which is the newer campus. FIU grants degrees at all levels including Ph.D. The student population in the fall semester of 1993 was 23,842. 22% (5252) were studying at the graduate level. Of the 23,842 students, almost 47% (11,183) are Hispanic and 6% of the 23,842 are considered international students (those

studying here on student visas—does not include refugees).

FIU is located in Dade County. Dade has a population of 1,937,094 of which 953,407 (49%) are Hispanic and 105,477 (6%) are West Indian (in all probability mostly Haitian but it is hard to tell since the Census Bureau did not delineate, except if I go into PUMS and I really didn't want to!). In fact, according to the Census Bureau, only 60,548 of the 1,937,094 people consider their first ancestry to be American. The area immediately surrounding the University Park Campus of FIU (Sweetwater, Westchester and Kendall) has a population of 131,063 of which almost 50% (64,656) are Hispanic.

FIU is the only state university in Dade County. The other large institution in Dade, of course, is the University of Miami, which is a private institution and it charges a fee to use its library—but not if the patron is going to use government documents. Dade County also hosts smaller private universities such as Barry University and St. Thomas and Miami-Dade Community College and its branches.

Even though the Library's mission statement specifically states that "the libraries are the primary information centers for students, faculty and staff at FIU," it does not mention that because we are a state institution and a depository library, we must open our doors to the community at large. This puts a high degree of stress on the library's services and materials.

The library is open 101 hours during the semester, of which the Documents Department must be covered 101 hours. Even though the Department is "blessed" with 3 librarians and 2 full-time LTAs, 101 hours is a lot of hours to cover. So, out of necessity, we hire students to cover many of the night and weekend hours. The Documents Department itself is a 53% Federal depository. It is also a state depository and collects urban and local documents as well as having an over-all account with the UN and an account with the Organization of American States.

Having given you all those details, let me start dealing with the subject of this speech—reference service in a multi-cultural, Miami setting. First, let me deal with the main part of our patron population and that is the university student. Many of our students can be considered "non-traditional," people who have at least a part-time job (and in many instances, a full-time job—it is very expensive to live in Miami), families to support or come from a minority group. Therefore, the university offers many evening courses. Also, because many students work during the day, they do a lot of their library work at nights and weekends. Hence, the reason for the library being opened 101 hours!

The Documents Department, which used to be part of the Reference Department, used to close their desk at 5:00 (the collection was still open) and people would go to the Reference desk for service. Because of the increasing use of the documents collection (one of the main reasons for the increased use is that we load the OCLC tapes as well as having done a Brodart tapeload from 1976-1986), it became clear that the Documents Department would have to have some kind of reference service at night and weekends. We started with students covering all nights from 5 p.m. on and all weekend hours.

As our students began demanding more than just being able to find documents on the shelf and how to use Luis (our online system) and Autographics, and with the advent of electronic information, it became clear that

the Department would have to alter its service one more time. It also became clear that our student assistants would have to be trained better because we would still have to cover the desk with some student hours. This presented another unique problem for us.

Most of our students who are willing to work nights and weekends are foreign but not Hispanic—this makes for interesting communication problems between the students and the student workers. A problem that really cannot be addressed—somehow they manage to communicate enough to understand the questions and the answers, hopefully! We have a much more active training program with our student assistants but I still don't think it is enough. The problem is the nature of documents—where many of these students might have used libraries in their own countries so that working in other departments in the library might not be so hard to learn, most of the student assistants have never used (or know what are) government documents.

So that is our first point of entry—what is a government document, what types of information you can find, etc. The second training phase, of course, deals with the classification system and the third phase deals with the usage of indexes and now CDs. We all know how difficult some of these CDs can be to use. Just imagine how hard it is to show a foreign student how to use the CD and then they have to turn around and explain this to someone else who may not speak English very well.

Now that I have touched upon it, Miami presents a special challenge and that is one of language. As I said before, 49% of our students are Hispanic—most speak English very well but some have only a basic knowledge of English. As I also said, I don't know if this is uniquely an urban challenge—I do know that I very rarely, if ever, had communication problems in Youngstown! So what do we do to help these students overcome this challenge. One obvious way to deal with this, is to make sure that you hire people who



speak whatever language is necessary—in our case it is Spanish. We have one librarian and one LTA (in the Documents Department) who speak Spanish fluently as well as some of our student assistants.

Another way that we are just beginning to explore is having handouts in both English and Spanish. Our first attempt is the user's guide for the NTDB. My LTA, Martha Castiello, just finished translating this handout into Spanish. This presents unique problems because the "technical" language cannot always be translated. How do you translate "use function key f4" into Spanish! Somehow she has managed. Since she finished just before I left, I only have the one copy but, if you are interested in receiving a copy, you can phone me at (305) 348-3137 or e-mail me at [mosleys@servax](mailto:mosleys@servax) or [mosleys@servax.fiu.edu](mailto:mosleys@servax.fiu.edu) and I will be glad to send you one. We will also place a copy on the education handout disk. I hope that this will help overcome language problems or make it easier and more comfortable for our students and others to use the documents collection. If it does, we will continue to do our handouts in both Spanish and English. Again, is this uniquely an urban problem—probably not as much as it used to be and obviously not for all cities, but for cities like Miami it will continue to be a challenge for librarians in public service areas.

I would suppose that one of the "unique" things about an urban setting is the number of businesses that need to use the library and the type of businesses. By virtue of the location of Miami, there are many companies that do exporting and importing from or to the Caribbean, and Central and South America. The business persons (many of whom are Hispanic) are constantly in to use the NTDB and other sources to get the competitive edge. Many are referred to us from the Commerce Department and most of them don't know how to use the CDs. Therefore, the Documents Department does quite a bit of on-the-spot training, unlike our Reference Department at FIU which discourages on-the-spot training and usually requests that people (mostly FIU students and staff) sign up for

formal training, I feel that I cannot since these people do not have the time and are usually not on campus every day or even once a week. I know that this urban experience differs quite drastically from my suburban experience. Most of the businesses in Oakdale, Long Island were small, privately owned companies that came to the library mostly for demographic information. They needed this information usually because they were thinking of expanding or opening another store in a different town.

In Miami we also contend with many business people from the Latin American and Caribbean countries coming to Miami to do business and to use the libraries. Again, language becomes a factor many times and the question of faxing information becomes a problem. Because once they know you and your phone number, they think nothing about calling long distance, asking you to look up information and faxing it to them. Faxing in the U.S. can be an art form, faxing to foreign countries can be a miracle! Surely this leads to that age old question of "how much reference service do we provide and when is enough enough." Again, is this an urban situation or does it have more to do with location—it may be a combination of both.

I would guess that one advantage of being in an urban setting is the closeness of other libraries—this definitely makes reference service in Documents a lot easier. We can refer our patrons to other libraries that are a short drive away (of course, in Miami a short drive is a relative term!) or, because of our SEFLIN (South East Florida Library Network) consortium and its courier service, materials are only a day or two away.

So, I guess the question is—is urban reference different from suburban or rural? Well, I'm no expert but there are subtle differences—the make-up of the patrons and thus the type of questions asked will definitely vary (even from city to city and region to region) but how we do our job and how dedicated we are to getting that information to the people should always remain constant.



# Internet at the Library of Congress

Charles W. Bean

Serial and Government Publications Division  
Library of Congress  
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## Definition of Internet

The Internet is a global network of computers that provide communication and resource sharing services to many different types of users around the world. Today, people in academics, research institutions, government, libraries, schools, the military, commercial enterprises, and the public are using the Internet.

## History and Growth Statistics

Two networks in 1983; over 18,000 networks in 1993 (some of these networks represent systems with thousands of machines and/or users).

- Over 100 countries now have some sort of connectivity.
- Estimates from 30-50 million users.
- Traffic on the network is doubling every year.

## The Internet Is Not One Administrative Entity

Networks are managed on a regional basis. For example, NSF (National Science Foundation) manages 20 regional networks. The Library of Congress' Internet hub is located in College Park, MD, and our Internet provider is called SURAnet (Southeastern University Research Association).

The Internet is like a highway, and SURAnet is our on-ramp. Once we are connected to College Park, we can go anywhere on the Internet at high speeds. In fact, the only thing that ties the Internet together is a common adherence to a set of standard rules or protocols for data transmission which ties similar and dissimilar computers together over networks. This standard is called TCP/IP: Transmission Control Protocol/Internet Protocol. It enables e-mail, file transfer (FTP) and logging onto remote systems (Telnet). These constitute the THREE MAIN USES OF THE Internet, again:

- 1) Communicating using electronic mail;
- 2) Transferring files from another machine to yours (FTP);
- 3) Searching or logging onto systems anywhere in the world (Telnet).

The Library of Congress Information System (LOCIS) is available over the Internet through the telnet function of the TCP/IP suite of protocols.

The following three addresses are  
available for LC Internet resources:

**LC MARVEL** (gopher-based cwis) using  
Telnet

Name address: marvel.loc.gov

IP address: 140.147.2.69

login as marvel

send email comments to:

lcmarvel@seq1.loc.gov

**LOCIS** (online retrieval system) using  
Telnet

Name address: locis.loc.gov

IP address: 140.147.254.3

no login required

send email comments to:

lconline@seq1.loc.gov

**Anonymous FTP**

Name address: ftp.loc.gov

IP address: 140.147.2.69

login as anonymous

cbea@seq1.loc.gov

# Hidden Treasures of the National Defense University Library

Ann Sullivan  
National Defense University Library  
Washington, DC

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Good afternoon. My name is Ann Sullivan and I am a reference and government documents librarian with the National Defense University Library at Fort Lesley J. McNair here in Washington, DC. If you are not familiar with this senior military school, you are not alone. When the position as reference librarian was offered to me in 1986, I eagerly accepted it even though I had never heard of the National Defense University. The name of the school sounded very prestigious, it was located in the southwest section of the nation's capital and so it followed logically (for me at least) that I had done a good thing by accepting this position. As soon as I hung up the phone, I exhausted the limited resources of the Wiesbaden Air Base Library in what was then West Germany looking for any information I could find in order to learn more about my future place of employment.

To my surprise I found only one paragraph mentioning the existence of the National Defense University. Panic was beginning to creep up on me until I located the military installation on a map, verifying its existence. After arriving in Washington I was reassured to find that the taxi drivers knew how to get to Ft. McNair, even though they were unsure of the location of the National Defense University. Within the library community NDU is a little easier to find. The street address for Ft. McNair is 4th and P Streets SW; however, the library community will find us in the List of Classes between SuDocs class numbers D 5.401 and D 5.416.

Located on a peninsula at the convergence of the Anacostia and Potomac Rivers and the Washington Channel, the National Defense University at Ft. McNair is the senior joint military educational institution, bringing together students of the military services, government and non-government agencies and from specified foreign countries. The National Defense University mission, as stated in the university catalog, is to prepare its students "for command, management, and staff responsibilities in a multinational, intergovernmental, or joint national security setting." Rapidly changing technology in the twentieth century increased the need for interdependence, prompting the Joint Chiefs of Staff to form the National Defense University in 1976. The university is made up of the National War College, the Industrial College of the Armed Forces, and the Information Resources Management College (formerly the Department of Defense Computer Institute) on the campus at Fort McNair and the Armed Forces Staff College located in Norfolk, Virginia. Foreign policy, international relations, national security, mobilization, information resources management, planning for joint and combined operations, history, and military strategy are some of the areas of study at the McNair campus. Courses at the Armed Forces Staff College prepare mid-level and senior officers for joint and combined staff duties.

Each campus has its own library and shares one online public access catalog. The library on the McNair campus occupies the

second and third floors of George C. Marshall Hall, which is the newest structure on the McNair campus, dedicated by President Bush in September of 1991. The depository collection moved from its original location at the War Department to the Army War College at Ft. McNair, to the National War College, and finally emerged as an important part of the newly formed National Defense University Library.

The general library collection emphasizes history, politics, international affairs, international business, the social sciences, management, military art and science, and information systems management. The collection consists of over 500,000 bound volumes, pamphlets, microforms, government documents, and A-V materials in open stacks. Approximately 1200 periodicals are on display, with extensive back issues in paper and microform.

The government documents collection is housed on the third floor of the building in compact shelving. As you may have guessed, our collection is heavily developed in the Department of Defense class. Additionally, we select heavily in agriculture, commerce, energy, and presidential and congressional documents. In years past it was decided that the good stuff would be classed in LC numbers and shelved in the regular collection. The remaining documents would be classed in SuDocs and shelved in the documents collection. Materials in the regular collection were, therefore, protected from being discarded from the depository collection after 5 years. Today, the policy is, if it's worth keeping it's worth cataloging; if it's a depository item it is classed in SuDocs, except for titles with extensive holdings in LC.

To paraphrase an old saying, one person's trash is another person's treasure. Waiting to be discovered on the shelves throughout the library are unknown treasures. In the Government Documents section, you can find the Monthly Catalog from 1912-1924, and 1940 to the present, the Statistical Abstract of the United States from 1916 to the

present, the U.S. Government Manual from 1935 to the present, the United States Statutes at Large from 1885 to the present.

Some genuine treasures are to be found among the U.S. War Department Reports which contain the annual reports of the Chief of Engineers of the United States Army. The subordinate engineers report the progress of their individual projects. It is amazing to read in the reports the amounts of money appropriated. In a volume of this report dated 1901 I was thrilled to find the artist drawing of the new Government Printing Office as well as actual pictures of the building under construction. The amount appropriated for construction was \$2,429,000.

In the Special Collections and Archival History section are the U.S. War Department reports establishing the Army War College.

In the open stacks is the engineer's report for 1906, the year the Army War College building was completed, which also includes a plan of the grounds of Washington Barracks - now known as Ft. McNair. What is now the National War College building as well as proposed new streets appeared exactly as they are today. It was a good plan.

One of the most interesting sections of the building is Special Collections. The stacks are closed but the staff is delighted to retrieve for you historical documents that you bring up as you search our online catalog. Telegrams sent and telegrams received by the War Department during the civil war, the Trial of the Conspirators for the Assassination of President Lincoln or the Report of the Art of War in Europe in 1854, 1855 and 1856 are among the government documents stored there for safekeeping.

Modern day treasures held in the government documents section include several CD-ROM products, purchased commercially to support the documents collection. The Information Handling Service has a variety of products and optional packages. The package containing Department of Defense Directives

supplements and supports our paper collection from which some documents have disappeared.

As a disclaimer I must say this is not an endorsement and no rewards will be accepted or expected.

Our student body has made frequent use of the Foreign Broadcast Information Service or FBIS Index on CD-ROM. They have asked for the same type of product for the Joint Publications Research Service or JPRS. FBIS, which monitors radio and television broadcasts around the world, and JPRS, which translates foreign journals and newspapers, are held for three years in hard copy.

And now for some basic information. The library is open from Monday to Friday from 7:30 a.m. to 5:30 p.m. At the end of the academic year, summer hours go into effect and the library is open from 8:00 a.m. to 4:30 p.m.

My Internet address is:

<sullivana@ndu.edu>.





# New York Cooperative METRO Project: Law Library Support for Public Librarians

**Rosemary Campagna**  
Brooklyn Law School Library  
Brooklyn, NY

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Hello. My name is Rosemary Campagna and I am the government documents librarian at Brooklyn Law School. I am here today to talk about a program that is currently offered by METRO to all of its members, called the Law Hotline.

METRO, or the New York Metropolitan Reference and Research Library Agency, is a state-chartered and funded library network linking different types of libraries, including public, academic, school, law, and medical libraries in New York City, Westchester County and New Jersey. METRO's purpose, as stated in its charter, is "to improve reference and research library service in the New York metropolitan area, by promoting and facilitating utilization of existing resources and by developing additional resources."

It was in conjunction with this primary goal that the idea of the Law Hotline originated in the spring of 1985.

At that time a new METRO committee called the Law Access Exploratory Task Force was formed to explore the problem of access to legal materials for the general public. Members of the committee consisted of public, academic, and law librarians.

At their first meeting, the members of the committee noted that public librarians were getting many questions about legal materials and that there was no comprehensive law library open to the public in New York City

that the patrons could be referred to. This task force set out to try and rectify this problem. The members initially discussed the possibility of establishing a public law library, but because of the many problems inherent in such a venture, it was temporarily tabled, and as of this date, 9 years later, it still is a tabled issue.

However, other measures were proposed and carried through. One was a legal materials training seminar for public and college librarians. A three-part seminar entitled "Law Materials: An Intensive Seminar for the Non-law Librarian" was held in the spring of 1986. These seminars were hosted by three different libraries, NY Public Mid-Manhattan Branch, Cardozo Law School and my institution, Brooklyn Law School. I participated in the last one held at my library and it was well attended.

Another measure that was adopted by this task force was the establishment of a law or legal "hotline" whereby academic law libraries would be assigned a day of the week to take telephone calls from public and undergraduate librarians involving legal reference questions these librarians were unable to answer.

The eight metropolitan law school libraries, namely, Brooklyn, Cardozo, Columbia, CUNY, Fordham, New York, NYU and St. Johns, as well as Pace in Westchester, were contacted and asked to participate in this "pilot project." Each library was asked to be

"on call," so to speak, for just two days a month. Cardozo Law School graciously volunteered to be on call all Mondays of the month and we at Brooklyn Law School agreed to host the service all Fridays of the month. Pace Law was willing to accept calls from Westchester County librarians any day of the week.

Guidelines were set up for the type of questions to ask the hotline law librarians, specifically,

- 1) Where and how can we (being the librarian making the inquiry) look (within our own collection) to find the answer?
- 2) Does this question warrant a referral to an academic law library?

If an answer could be found in five minutes and if it was not legal advice, the law school librarian would attempt to either answer the question at the time of the call, or request that the inquiring librarian call back.

It was agreed the hotline service would be available Monday through Friday between the hours of 10 and 12 in the morning and 2 and 4 in the afternoon.

The law librarians were assured that they would be getting calls from public and undergraduate reference librarians and from the general public.

The participating law librarians were asked to keep a log of the questions asked of them and to forward these logs to the METRO office.

Since it was a new project, the law hotline was initially scheduled to run for a three month time period after which its success would be evaluated. In the spirit of cooperation, all nine law libraries agreed to participate in the venture. Schedules showing which libraries were on call for the specific days of the month were distributed to all members of the METRO community and the

Law Hotline was up and running by March, 1986.

At the end of the three months, this experimental law hotline service was declared a big success. 22 public, special and academic METRO members took advantage of the hotline and 66 questions were answered by the participating academic law libraries. Everyone involved was pleased with the response to the hotline and the law schools agreed to extend their participation in the hotline project indefinitely. Since then, the law hotline has become a permanent service available to all METRO members. It runs from September through June of every year. Each September the hotline schedule is published in the first issue of *For Reference*, METRO's newsletter, which is distributed by METRO to all of its members. Included in my handouts is the latest law hotline schedule which runs through June 1994. I just need to point out that there is an error in the schedule. When redoing the current schedule, I neglected to include Columbia's days of responsibility and their phone number. I apologize.

In planning for this little talk about the hotline, I contacted several of the law librarians who participate in it to kind of get a flavor of the type of questions they receive. Most of us get similar ones. Many have to do with questions from patrons dealing with state codes other than New York. I myself received a question the other day regarding the statute of limitations involving personal injury in Texas, a colleague had a patron who needed to know which states currently had antiabortion laws; another wanted to know the legal drinking age in Minnesota.

We also receive questions dealing with case citations, people knowing the names of the parties of a case and needing to know the official cite of the case reporter so they may read the actual case. The same goes for statutes, patrons needing to know the exact wording of a particular Federal or state statute or patrons knowing the popular name of a law, like New York's Lemon Law for example,

but not knowing the actual McKinney's cite so they may look it up.

These questions are relatively easy and I don't want to mislead you. We do also receive more difficult ones to answer and I believe that the guideline of a question being able to be answered in five minutes is misleading. Most librarians, myself included, have taken a lot longer than five minutes to answer most of the hotline questions that we receive. One librarian stated that a particular question required 45 minutes of research to properly answer. Even though the law librarians are advised that they do not have to entertain questions that they do not believe they can answer in 5 minutes or so, I have found that most will go the extra mile so to speak to help out the inquiring library.

The majority of the libraries that make use of the hotline service are the public libraries. Although I have received a few calls from medical libraries, most calls we receive at Brooklyn Law are from public librarians--Pace law receives calls from a variety of libraries being that they service all of Westchester County.

One of the guidelines I spoke about earlier mentioned referrals to academic law libraries. If the law librarian fielding the hotline call feels that the information needed by the inquiring librarian is too extensive to be relayed over the phone, or too long to be faxed, which is often done in some cases and up to the discretion of the law library receiving the call, he or she will advise the librarian to send the patron to the law library with a METRO pass. Now of course, if the information desired is contained in a government document, no pass at all is required. However, most of the questions we answer do not necessarily deal with information contained in government documents. And even though as I stated earlier, law libraries are generally closed to the public in New York City, METRO does provide a referral service for all of its members which allows them to bypass this. This referral or METRO pass allows a patron to go

to a law school library to make use of *specific* materials available only in a law library. The pass is issued by a librarian for a specific date and lists the specific materials required by the patron. It is good only for the date issued. The patron goes to the hosting library and surrenders the pass when he or she arrives and is then directed to the desired materials. These passes can only issued to patrons when materials needed are not available in one's own library or a public library and specific titles must be given.

If a reader needs access to another library's collection for research in a specific subject area, (and doesn't have specific titles), METRO does have another type of pass called a subject referral pass. This subject referral pass allows the reader access to specialized libraries for a limited and fixed period of time. However, not all members of METRO honor the subject referral card. I know Brooklyn and Cardozo Law do, but I cannot answer for the other law libraries. All METRO members, however, honor the regular referral card I initially described.

And that in essence is what the law hotline is and how it works. I must point out, however, that the librarians who started it were a bit optimistic when it came to the part about filling out the log for the questions. As it turns out, these logs were only filled out and submitted to the METRO office during the initial three month trial period. None have been submitted since then. I therefore have no statistical information to relay to you concerning the amount of usage the hotline currently gets, whether it has gone up or down over the past nine years, or to the types of questions received other than the brief comments I solicited from my colleagues that I have already shared with you. I can say that all of the law librarians I spoke with agreed that participating in this hotline service is not a burden at all. I do plan to make a recommendation to the METRO office to try and publicize the hotline more and make as many of its members aware of it as possible. I believe that it is a worthwhile endeavor and it serves a useful and needed function and

unfortunately, I did discover in doing my research for this presentation, that it is currently underutilized.

I want to thank you for your time and attention and now I am interested in knowing if any of your institutions participate in anything similar to what Lynn and I have described to you today.

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## HANDOUTS

### LAW HOTLINE

As an experiment METRO's Law Access Task Force has developed a Law "Hotline" service. Public, academic, and special librarians (METRO members only), may call academic law libraries during the schedule listed below for help involving legal reference questions they are unable to answer.

Guidelines to the type of questions to ask the Hotline law librarian.

- Where and how within our own collection can we find the answer?
- Does this question warrant a referral to an academic law library?

If an answer can be found in five minutes, and if it is not legal advice, the law school librarian will attempt to either answer it then or request that the inquiring librarian call back.

This Hotline will run from September through June. Please keep a log of the questions received and send them to the METRO office. If there are any additional questions or problems, please call the METRO office.

METRO is very appreciative of the time and effort all the academic law libraries are putting into this project. Its success is due to the judicious use of it by METRO members, and to everyone's willingness to cooperate. It is an excellent example of resource sharing.

METRO'S LAW HOTLINE SCHEDULE

SEPTEMBER 1, 1993 THROUGH JUNE 30, 1994

Please be aware that Law School Library schedules (and therefore Law Hotline response) may be truncated or altered during holiday weeks (e.g. Christmas & New Year, Yom Kippur, etc.), summer and winter vacations, exam weeks and so on. For updates see For Reference.

MONDAYS: All Mondays. CARDOZO LAW SCHOOL (212) 790-0200

TUESDAYS: September 7, 14; October 5, 19; November 2, 16, 30;  
December 7, 21;  
1994: January 4, 18; February 1, 15; March 1, 15,  
29; April 5, 19; May 3, 17, 31; June 7, 21.  
CUNY LAW SCHOOL (718) 575-4240

September 21, 28; October 12, 26; November 9, 23;  
December 14, 28; 1994: January 11, 15; February 8,  
22; March 8, 22; April 12, 26; May 10, 24; June 14,  
28. NEW YORK LAW SCHOOL (212) 431-2332

WEDNESDAYS: September 1, 15, 29; October 6, 20; November 3, 17;  
December 1, 15, 29; 1994: January 5, 19; February 2,  
16; March 2, 16, 30; April 6, 20; May 4, 18; June 1,  
15, 29. NEW YORK UNIVERSITY (212) 998-6300

THURSDAYS: September 2, 16, 30; October 7, 21; November 4, 18;  
December 2, 16, 30; 1994: January 6, 20; February 3,  
17; March 3, 17, 31; April 7, 21; May 5, 19; June 2,  
16, 30. FORDHAM LAW SCHOOL (212) 636-6908

September 9, 23; October 14, 28; November 11, 25;  
December 9, 23, 1994: January 13, 27; February 10,  
24; March 10, 24; April 14, 28; May 12, 26; June 9,  
23. ST. JOHN'S UNIVERSITY (718) 990-6161 EXT. 6651

FRIDAYS: All Fridays BROOKLYN LAW SCHOOL (718) 780-7974

\*\*\*NOTE: CALLS CAN BE MADE FROM 10-12 AND 2-4 ONLY\*\*\*

Westchester Libraries That Cannot Easily Call NYC May Call  
Pace Law School: (914) 422-4273





# METRODOCS Presentation: Law Library Support for Public Librarians

Lynn Wishart

Benjamin N. Cardozo School of Law Library  
Yeshiva University  
New York, NY

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Some of you may be surprised to learn that New York City does not have a "public" law library. The pro se litigant, the small business person, or others undertaking legal research do not have access to a major legal collection, such as may be found in Los Angeles at the County Law Library or in Boston in the Social Law Library. Consequently, in New York City, as in many of your locales, public, special, and academic librarians express needs for greater access to and understanding of legal materials.

Because of the depository system, the most basic Federal legal materials are available to the public, the notable exception being the opinions from the District and Circuit courts. Because primary legal publications, such as the United States Code and the Code of Federal Regulations, are found on the list of suggested core collections for academic and public libraries (as well as law libraries), many of the 28 depository libraries in New York City house legal publications. In addition, all eight of the law school libraries in New York City are selective Federal depositories. But even this physical availability is not enough; knowing when and how to use resources commonly available is essential.

A New York City collective of libraries, commonly referred to as METRO, has made efforts to assist librarians in providing access to legal information. In 1982, METRO created a union list of "law holdings." This bibliography, known as the Lex Locator,

identified depository titles such as the Federal Register and commercial publications such as the United States Code Annotated held in various METRO-member libraries. Four law school libraries were among the 33 participants contributing holdings information in that union listing.

In 1986 METRO revived its interest in assisting librarians with legal research and started three projects: the first was a revision of the union list. Seven New York City law school libraries participated in this second union list; as did three law firm libraries, the Federal Reserve Bank Law Library, the 2d Circuit library and three state Supreme Court libraries, and two other law schools in the greater metropolitan area. The second project, to complement this METRO LEX Locator, was the establishment of a telephone reference service called the "Law Hotline." The third project was a continuing education series on legal research. Rosemary Heisler-Campagna will describe the "Hotline" project, and I will describe the educational efforts undertaken during the last nine years. The focus of each activity is improved access to and use of legal materials, which necessarily involve a multitude of Federal depository publications.

In 1986 a METRO Law Access Task Force Programming Committee sponsored a workshop, attended by 60 people, that spanned three one-half days. New York, New Jersey, and Federal law research sources were reviewed. Day one centered on statutory

materials in these three jurisdictions; day two, administrative materials; day three, judicial opinions. The format for each session was an introductory lecture and then small group discussion to work through simple hypothetical questions, such as "How can I read the Freedom of Information Act?" Of course, extensive handouts were provided. The reference tools referred to were held in many libraries, and the Federal materials were almost all available through the depository system.

In 1992, in response to requests from the small academic libraries in METRO, the METRO Continuing Legal Education Task Force sponsored more programming. This time the Federal materials from the legislative, executive, and judicial branches were presented by lecture and demonstration in a single half day; a second half day was used to discuss New York State materials. Each program attracted about 40 librarians. A third program in the series was presented in 1993 and focused exclusively on New York City legal research; 35 librarians attended. The cycle will be completed in 1994 with a program in international law research.

Some of the handouts distributed at the first METRO program were handouts written for students at the Cardozo School of Law to facilitate legal research and the use of Federal documents. The Cardozo librarians realized that our handouts, such as "Finding Information on Nominations," "Finding Federal Hearings," "Finding Treaties," always kept short—two pages, if possible—could not substitute for more regularized instruction.

In 1989 I began teaching a class in Advanced Legal Research for students at the Cardozo School of Law. The course is designed to demonstrate techniques that should be used by attorneys in effective manual and online legal research; it is not a traditional library school legal bibliography course, nor does it present the information in quite the framework we use in the METRO programs.

I have given you a greatly abridged handout of the type used in the class. Your handout falsely suggests an orientation of the class towards only printed resources; actually during the 10 week course, equal emphasis is directed to solving problems online using both LEXIS and WESTLAW. (I have not yet ventured into the world of the Internet or BBS).

Because of my participation in the METRO projects mentioned previously, I thought that area librarians might benefit from the Cardozo course, even though I recognized several problems. First, the framework for the class presumed some familiarity with legal problem solving. Second, and more importantly, because the materials discussed at length were more often commercially produced than those available through the depository system, the librarians would likely not have ready access to these resources. And, also, librarians typically would prefer more detail than is offered in the course. For example, a law student needs to know the following fundamentals about Federal legislative history:

- that a "report" is most significant publication for determining legislative intent;
- that the most significant "reports" may be reprinted in U.S.C.C.A.N. (or in WESTLAW LH database and the LEXIS CMTRPT file);
- that the C.C.H. Congressional Index and the C.I.S. indexes (or online bill tracking files) may include the most comprehensive listing of "legislative history," but that this comprehensiveness may not be warranted for the problem at hand; the quick and dirty approach, using the references following the text of the public law as published in U.S.C.C.A.N. or Statutes at Large may be adequate.

Typically, librarians also want to know about using the Monthly Catalog or the

legislative calendars to identify hearings, and they want to use terminology like "serial set" which, while mentioned during the class, is not explained fully.

The number of librarians in attendance at the Cardozo classes has varied between one and five each semester. This semester three librarians, all from public libraries, attended. Not surprisingly, the librarians that find the classes most helpful are those whose jobs give them the opportunity to work with legal materials. Hospital librarians, a group who initially indicated strong interest in the class, have consistently dropped out after the first or second class meeting. Without having some of the materials in their libraries, the course offers far less relevancy.

Each class typically starts with a simple question, such as:

I am considering retirement. How can I learn what my potential monthly retirement benefit from Social Security will be?

We first consider what level of law-making should resolve the problem—Federal, state, or municipal; then what type of law making, such as legislative action, agency rulemaking, or judicial interpretation, should address a question of this nature. We then review the general characteristics of the publications, such as the chronological sequence of Statutes at Large, or the subject arrangement of laws in force in the United States Code, and how these characteristics impact on finding the law. Then we look at the various ways to gain access to the materials, such as through the popular name of a public law or the subject index to the code.

In the Social Security problem posed, the source of law is, of course, Federal. You may expect to find the answer in a statute or a regulation; a statute likely defines the right of access to the benefit information and a regulation describes how the access can be made.

The nature of the resource that can answer the problem most effectively for an attorney is likely to be a looseleaf service on Social Security that combines text and references to the statutes, regulations and agency rulings, court opinions, and perhaps legislative history. (Whereas, a librarian may assume the SSA pamphlet publications found in many depository libraries, such as *When You Get Social Security Retirement or Survivors Benefits: What You Need to Know*, will answer the question.) But if no relevant pamphlet or book is to be found, the law student and the librarian should recognize that the U.S.C. or the C.F.R. are appropriate starting points; often U.S.C. citations lead to the titles in the C.F.R.

In class I try to demonstrate the relationship between the U.S.C. and the C.F.R. (that an agency can make rules only when given the authority by statute; that the regulations fill out the operational and definitional detail missing from the statute). We then review the absolute necessity of using the Federal Register in conjunction with the C.F.R. and the updating process through the L.S.A. and Federal Register.

Publicly available government resources can resolve many questions of a "legal" nature, and even help our users forgo the "pleasure" of consulting with an attorney. But finding and using those resources may present challenges.

Open invitations to my classes will continue, but their special orientation is truly helpful to only a few librarians. METRO offers a tremendous amount of programming each year, and legal research cannot always be on the agenda. Instruction in legal research in the METRO region appears to be like the United States Code, a major revision appears only once every six years.

The first project, the METRO Lex Locator, likely will not be revised again. Such a union list has become less useful with the proliferation of remotely accessible online catalogs.

So, if we hope to help our patrons use Federal legal materials more effectively, we must cooperate in other ways and seek participation in other METRO-supported projects, such as the "Hotline" which Rosemary will now describe.

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## HANDOUT

1994 Federal Depository Conference  
New York Cooperative METRODOCS Project

April 20, 1994

### Abridged Outline of Legal Research Classes

#### I. Federal statutes

##### A. Forms of publication

1. Slip laws (P.L. number)
2. Session laws (*Statutes at Large*)
3. Code (*United States Code*)

##### B. Finding statutory language

1. Popular name tables
2. Subject indexes in code or session laws
3. Parallel references (statutory section to code section tables / code section to code section tables / code section to statutory section references)

#### II. Legislative history

##### A. Types of Federal materials

1. Bills
2. Hearings
3. Reports (also part of *Serial Set*)
4. Debates (in *Congressional Record*)
5. Presidential approval or veto messages (in *Weekly Compilation of Presidential Documents*; *Public Papers of the President*)
6. Documents (also part of *Serial Set*) and prints

##### B. Identifying Federal legislative history materials

1. Slip law and *Stat.* summary since 1975
2. Indexes, such as *CIS Annual* (Masterfile I & 11) and *CCH Congressional Index*
3. *Digest of Public General Bills and Resolutions*
4. *Congressional Record* history tables
5. Legislative calendars

### III. Administrative regulations

#### A. Forms of publication

1. Proposed & final regulations (*Federal Register*)
2. Code (*Code of Federal Regulations*)

#### B. Locating and updating Federal regulations

1. Locate
  - a. References from statutory code
  - b. Indexes to the *CFR* or *Federal Register*
2. Update
  - a. Use the *List of Sections Affected* (monthly pamphlet; cumulates; four annual issues)
  - b. Use the "CFR Parts Affected" table in the last issue of the *Federal Register* for each month not covered by the *LSA*

### IV. Court opinions

#### A. Forms of reported cases

1. Slip opinions
2. Advance sheets (*Preliminary Print*)
3. Reporters (*United States Reports*)

#### B. Finding cases

1. Use annotated codes
2. Use secondary sources, like encyclopedias
3. Shepardize code citation
4. Use digests

Prepared by  
Lynn Wishart, Benjamin N. Cardozo School of Law, Yeshiva University





# Integrating Documents into the Instruction Program

Katherine Warkentin  
Shippensburg University Library  
Shippensburg, PA

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## Introduction

Shippensburg University is one of the fourteen public institutions comprising the Pennsylvania System of Higher Education. We have an enrollment of approximately 6,500 students: of these, 5,500 are undergraduates and 1,000 are graduate students.

The Ezra Lehman Memorial Library has been a selective depository for government documents since 1978. We select approximately 30% of the items available. In addition, we also subscribe to the American Statistics microfiche collection and the National Criminal Justice Reference collection on microfiche.

The government documents collection is housed separately and is organized according to the Superintendent of Documents Classification System (only 1% of the documents are integrated into the general and reference collections).

Presently, the Documents are not included in our online catalog, but we are profiling for the Marcive tapes, and hopefully by September current documents will be included in our online catalog.

The Documents Collection is located on the main floor adjacent to the Reference Collection and is serviced by librarians at the nearby Reference Desk and by a library

technician who is responsible for the day-to-day operations of the documents department.

My responsibilities as Documents/Reference Librarian include serving 7-10 hours a week at the reference desk, participating in the library's instruction program, assisting with collection development in the areas of geography and public administration, and I am in charge of the government documents collection.

The point I want to make here is that I am not a full-time documents librarian. I spend approximately 15 hours a week in the government documents department—right now I am profiling for Marcive GPO tapes, developing hand-outs for classroom instruction, learning to use the new CD-ROM products, and I oversee collection development and weeding.

I believe this is probably typical of how staffing is handled in the smaller libraries.

## Library Instruction in the 1980's

In the 1980's our goal was to increase awareness and use of government documents. To achieve this goal:

- 1) We improved access to the government documents collection by purchasing all the major commercial indexes,



such as ASI, CIS, and Index to the U.S. Serial Set, and in 1989 we began subscribing to the CD-ROM Indexes, such as: Congressional Masterfile, Statistical Masterfile, and Marcive's Government Documents Catalog.

2) We also included government documents in our instruction program:

a) Through the library's "Information Skills Workbook" all freshmen and transfer students are introduced to government documents. The section on documents explains what government documents are, how they are organized on the shelves, and how to access the collection using Marcive's Government Documents Catalog on CD-ROM.

In the "Information Skills Workbook" we also emphasize that government documents are an excellent source for statistical data. Students are then asked to look up their topic in the Statistical Abstracts of the U.S. and locate the appropriate table and find the statistics they need.

b) We also emphasize government documents in the class integrated library instruction sessions—all of the 79 sessions taught by the reference librarians included a component on government documents.

c) All of our handouts or guides to research feature a section on government documents. We have guides on conducting research in Education, Political Science, Mass Communication, Social Welfare, Criminal Justice, Psychology, etc.

Looking back on the 1980's, we feel we that we have been quite successful regarding our goal of increasing student awareness of the research value of the government documents collection.

## **Library Instruction in the 1990's**

In the 1990's, with the proliferation of government document CD-ROMs, we are presented with the challenge of incorporating this format into our library instruction program. This is where our focus has been since the first arrival of CD-ROMs in 1989.

When the GPO began disseminating CD-ROM products to depositories in 1989, we selected most of the items even though in some cases we were uncertain as to what we would receive. A good example is the Census Bureau's item 0154-C "electronic products" (irregular) under SuDocs no. C 3.275. My thinking at the time was that I didn't want to "miss out" on what may be the only chance to acquire this particular CD-ROM product; and that I could deselect the item at any time.

As the CD-ROMs arrived in depository shipments and I was faced with the actual integration of these products, I found that I was ill-prepared to deal with the complexities of these databases. My experience, up to this point, had been with bibliographic databases, such as Silverplatter's "Eric," PyschLit," and "Infotrac." We had to shift our priorities in documents to accommodate the CD-ROM products. Considerable staff time was needed to install, maintain, and learn how to use these products. Also more staff time was required to assist patrons in using these CD-ROM databases.

To familiarize reference librarians with the government document CD-ROM products, I compiled a short descriptive list of what I considered "easiest-to-use" CDs. The list included NTDB, NESE, Toxic Release Inventory, and all of the Census Bureau products STF1 and 3, County Business Patterns, and Counties USA. The next step was to develop, for instructional purposes, handouts on each of these CD-ROM products. The Handouts give a description of the databases, and simple step-by-step-instructions on how to use each particular database. I am extremely grateful for all the handouts that appeared in Administrative

Notes and on GOVDOC-L. I adapted most of these Handouts for in-house use. All the Handouts are located next to the CD-ROM workstations.

The first opportunity to incorporate government document CD-ROMs in course-related instruction came when a new faculty member joined the Department of Management and Marketing to teach courses in international business. In one course, his students were given an assignment to market a particular product in a foreign country of their choice. For example, one student was to market his company's hospital supplies in Romania. Students were given a Handout on International Business sources, which now also included NTDB along with such CD-ROM indexes as F&S, ABI Inform, and Statistical Masterfile. Since there were three classes with similar assignments—approximately 90 students—we had to load NTDB on our LAN so that it would be accessible from five workstations in the reference area as well as from the workstations in the Government Documents area. When we demonstrated NTDB, we emphasized the fact that students had to download the information to a disc—we even have a handout giving them all the good reasons why to download. In fact, two of our workstations have no printers attached and downloading is a must.

Once NTDB was mounted on the LAN, reference librarians became more involved in assisting students on how to use this product and one librarian incorporated NTDB into a freshman English composition class, where students were given the assignment to gather as much information as they could find in the library on a developing country and then write a paper on why the United States should give foreign aid to their selected country.

The next opportunity to include government CDs into the classroom instruction came when the professor who teaches "Urban Sociology" called to set up a classroom session specifically on 1990 census data of population and housing data. We

discussed the classroom assignment and prepared a handout which included both printed census reports and STF1 and 3 files. During the classroom presentation we discussed the content of the printed reports and the difference in content between STF1 and 3 files, so that students would know which file would be appropriate for the location of information that they needed to complete the assignment. Students preferred the CD-ROM products and did not experience difficulties with the Go software.

Since then four other professors in Sociology, Social Welfare, Geo-Environmental Studies, and Business regularly ask for classroom instruction using census CD-ROM products.

This semester a class assignment for the course "Spatial Analysis of Geographic Data" required students to obtain certain population and housing data for several Pennsylvania counties, which they had to download to a disc; they then used the data to construct computer generated graphs and maps. The professor felt that he could not devote classroom time to bringing the students to the library for instruction—he already was behind because of class cancellations due to heavy snow. We prepared step-by-step instructions for students on how to use the Extract software to extract data from STF1. (Up to this point, I had been avoiding Extract, but now the time had come to deal with this software). Since this was a small class of approximately 20 students, we offered assistance at the workstation at specified times during the day, in case students experienced difficulties with the Extract software. I should also mention that we have been fortunate to employ a graduate student in government documents who has given us invaluable assistance with loading software onto our workstations.

Just last month we had the opportunity of incorporating National Economic, Social and Environmental Databank (NESE) into a classroom presentation given to a "Business Forecasting" class. The class project was to

take a product, such as car phones, and forecast future sales for this product.

During the last year, we have incorporated government documents CD-ROM databases into 10 of the classes conducted. Students seem ever more willing to use the CD-ROM databases—in fact, they prefer CD-ROMs over printed reports. I have found that when you are teaching a class using several different databases with different software, that complicates teaching, and demands more preclassroom preparation. You need to practice using these products and you have to develop very effective handouts for each database.

### **In Conclusion**

At Shippensburg, we will continue in our efforts to incorporate government document CD-ROM products into our library instruction program. Perhaps we are moving more slowly in this direction than the larger libraries, but this is because we have less staff time available.

Our next challenge will be learning to use the new TIGER files with Landview software. We have requested another workstation on which we will make the TIGER files available.

Always something new, isn't there! Never a dull moment, with documents.

# Setting Up a CD-ROM Workstation - Summary of Remarks

Armand F. Isip  
Mid-Manhattan Library  
New York Public Library  
New York, NY

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## Computer System Summary

Depending upon how you'll use the computer, either as a reference workstation with some software or a full-fledged, multimedia system that has a CD-ROM drive, sound card, speakers, fax/modem, etc., it's a good idea to study your NEEDS and buy accordingly. You don't want to buy a multimedia system if you're only going to run a word processing program!

Most computer dealers or manufacturers can help you build your system to fit your situation. This may save you time, especially if you don't know (or don't want to know) how to connect the CD-ROM drive controller card to the motherboard (computer circuit board).

- Read product reviews and brochures about the computer system you plan to buy.
- Ask family members, friends and co-workers about computers they have used and if they are satisfied with them or are having problems.
- If you are a first-time computer buyer, I'd suggest you choose a local computer dealer rather than a mail-order company. You want to be close enough for service and support and to reduce down time if your system needs to be repaired.

## Memory

**BUY AS MUCH RANDOM ACCESS MEMORY (RAM) AS YOU CAN AFFORD!**

With new software programs and the Windows environment gobbling up every last byte of RAM, you need to have as much memory at the start so your programs don't crawl at a snail's pace. This is especially true if the software and/or CD-ROM product has many graphics. The following guide should help you decide:

- 4 megabytes of RAM, minimum for regular DOS applications
- 8 megabytes of RAM, minimum for WINDOWS and multimedia applications.

Ask the computer salesperson what is the maximum number of megabytes of RAM that can be installed on the computer's mainboard. It can be anywhere from 8 to 128 or more megabytes. Then add memory if your programs NEED it.

## **Hard Drive**

**BUY THE LARGEST HARD DRIVE YOU CAN AFFORD!**

A larger hard drive lets you store more files and programs. One-hundred and fifty megabytes is the minimum. New versions of software programs and graphics eat up hard disk space, so think ahead to 300, 500 or 1,000 megabytes of HARD DRIVE SPACE. Again, ask yourself if you really NEED it.

Don't forget to copy all your files on your hard disk to floppy disks or better yet, buy a tape drive. A tape drive copies the files on the hard drive to a tape cassette. It's a more reliable and less time-consuming method of protecting your data should your hard drive "crash" (break down).

## **Diskette Drives**

Make sure you have both 1.4 MB, 3.5" and 1.2MB, 5.25" diskette drives installed. Some computer software still comes in 5.25" disk size and it's a relief to know you can access it if a software program only comes in that size.

## **Monitor**

If you plan to do word processing and general text work, an SVGA (Super Video Graphics Array) color monitor with at least .28mm dot pitch (for a 14" monitor) is adequate. If you plan to work with graphics and Windows-based programs, a 15-, 17-, or 20-inch monitor with at least a .31mm dot pitch may be a better choice since the images will be slightly larger.

A non-interlaced monitor is preferred for flicker-free images. To test for flicker, view the monitor that is displaying a graphic image (not text) from the corner of your eye. If you see flicker, reject that monitor and try another one.

Just remember to tell the computer salesperson what your NEEDS are and have him/her match the video card to the monitor you are buying.

## **CD-ROM Drive**

Choose an external CD-ROM drive rather than an internal drive. It will be easier to service and is less likely to be affected by the heat generated by the computer. Have the computer dealer install the drive for you.

## **Printer**

Choose a laser printer if funds permit. Graphics and text is much cleaner and clearer to see and to read. Most laser printers have 300 x 300 dots per inch resolution while newer models have 600 x 600 dots per inch for almost "print-shop" quality.

If you're not bothered by the noise, a dot-matrix printer is a good alternative for draft copies of almost letter quality. An ink-jet printer is a good choice if the printer is in a public area where the dot-matrix printer noise may be objectionable.

## **Security**

Nothing is theft-proof, only theft-resistant. Anyone determined to steal computer equipment will do so. Secure all hardware with cables, anchor pads, locks, etc., or have a security company review your location and recommend what devices to use.

Purchase anti-virus software that can detect computer viruses on hard and floppy disks as well as in the computer's memory. You should test any floppy diskette—especially that new software program you bought from a reputable dealer—BEFORE working on it or loading it onto your computer's hard drive. You'll save yourself some grief.

An uninterruptible power supply (UPS) is a good investment that protects the electrical systems of your computer, printer, monitor, etc., from dangerous power surges, brownouts and lightning. It consists of a storage battery, transformer and circuit breakers housed in a metal box. You plug your equipment in the box and the cord from the box plugs into the electrical outlet. If an unsafe electrical condition exists, alarms will sound and lights will flash. These warnings will give you enough time to exit from programs that you're working on and shut down the equipment.





# The Role of Federal Libraries in the Federal Depository Library Program

Dan Clemmer

Department of State Library  
Washington, DC

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From the earliest days of the republic, Federal agencies, their libraries and their documents have been inextricably bound together. The first Federal library, the Department of State Library, grew out of the nucleus of books, official gazettes, and newspapers kept by the Department of Foreign Affairs under the Continental Congress. When Thomas Jefferson, the first Secretary of State, was appointed in 1789, he was given custody of this collection (1 Stat. 28 for those of you taking careful notes) which also included the papers of the Continental Congress, and the originals of the Declaration of Independence and the Constitution.

A year later, the complete staff of the Department of State consisted of the Secretary and four clerks, including the Chief Clerk who developed this filing system at his desk:

Two right hand pigeon holes: foreign letters

Left hand side pigeon hole: Drafts of foreign proceedings (ratifications, foreign consular commissions, and letters to European powers)

Bottom right hand side: Consular returns

In the 1790's the Department of State became involved in many other government information functions. In 1790 the Secretary was assigned the responsibility to supervise the Census, assigned to supervise the

compilation and publication of the biennial register which contained the names of all officers and agents in the service of the United States, and put in charge of copyrights. In 1796, President Washington turned over the records of the Constitutional Convention to the Secretary of State, and, thus, the Library.

In 1814, when the British invaded Washington and burned the Capitol, the White House, and the Executive Office Building which housed the State Department, Secretary of State James Monroe ordered the Department to save the Nation's valuable records from the advancing British. State Department clerks placed the Declaration, the Constitution, papers of the Continental Congress, and the papers of the Constitutional Convention in linen bags and loaded them on carts to be taken across the Potomac River to Virginia where they were stored in a grist mill. The rest of the Library was allowed to burn.

Somehow, at least two books survived the fire. These two books, with Thomas Jefferson's signature and his statement that they are the property of the U.S. Department of State, are still in the Library collections. The Declaration of Independence and the Constitution were kept in the Library until 1921 when they were transferred to the Library of Congress.

A not so glorious episode in the Department of State Library history occurred in the late 19th century involving freedom of

access to government documents, bureaucratic obstructionism, favoritism, and cronyism. In 1893, a Mr. William Henry Smith of the Western Associated Press complained to the Congress that he had been trying since 1881, without success, to gain access to the papers of Washington, Hamilton, Jefferson, Madison, and Monroe in the Department of State Library. These papers had been bought with Congressionally appropriated funds and were housed in the Library. The librarian, Theodore F. Dwight, had originally assured Mr. Smith that there would be no problem in gaining access, but, somehow, the papers were never produced. As Mr. Smith said in his sworn statement to the Congressional Committee on the Library, "the excuses were not always the same, but encouragement was invariably held out".<sup>1</sup> Mr. Dwight, had, however, allowed his friends, Henry Cabot Lodge and Henry Adams, full access to the papers for histories they were writing. Mr. Dwight and Mr. Adams, incidentally, lived in the same house. Even after Mr. Dwight left the Department, various officials continued to hold out promise to Mr. Smith, but they never quite delivered. I can assure you that we in the Library no longer string people along for 12 years before saying "no"; our FOIA people don't take that long either.

Another of the closely guarded Federal Libraries was housed in the office of the Secretary of the Treasury for his use only until the morning of December 30, 1865, when the Secretary, Hugh McCulloch, found on his desk several sheaves of foolscap, all glued together. He read the following:

"The subscribers, clerks in the Treasury Department, beg leave most respectfully, to address the Secretary and to request that the Library be opened for our use as is the case in the Department of State and the Interior and that such additions be made to it as will render it a source of improvement as well as recreation. We have access to no public library in the city and our limited income does not permit us to purchase books. We

respectfully suggest that a library as judiciously selected as that in the Department of the Interior would be of incalculable benefit to us in the promoting the culture which is needed for an honorable and useful career of life.<sup>2</sup>

Underneath the petition were the signatures of 136 clerks.

The Secretary referred the petition to the Clerk in charge of the Library, Mr. Samuel Yorke Atlee, for his opinion. A few days later, Mr. Atlee provided this response: "With great respect I would say my experience constrains me to advise against loaning the books...Borrowers take them to their boarding houses where they become, in some instances, of general use, and frequently are returned disfigured with pencilled annotations. Every facility might be afforded for reference to any book in the Library but no volume ought to be allowed to be taken out of the room except for the Secretary's use or by his special order."<sup>3</sup>

Fortunately for the two to three thousand clerks in the Treasury Department, Secretary McCulloch overruled his overly protective librarian and opened the doors of the Library to all employees of the Department.

Although my focus so far has been on two government libraries, there were, of course, many more government and non-government libraries growing in size and importance in America. And from their beginnings, government documents were an important component of their collections.

The origins of the depository program in this country date back to the act of December 27, 1813 (3 Stat. 140) which specified that one copy of the journals and documents of the Senate and House should be sent to each university and college and to each historical society incorporated in each state. The distribution was made by the Secretary of State, although no law seems to make this officer responsible. At various times other

officers were made responsible for distribution, but on January 28, 1857 (11 Stat. 253) the responsibility for distributing documents was given to the Secretary of the Interior who was authorized to designate the libraries that should receive these publications.

The joint resolution of March 20, 1858 (11 Stat. 368) provided that one library might be designated by the representative from each Congressional district and the delegates from each territory to receive Congressional documents. In 1859 senators were also allowed the same privilege in their states (11 Stat. 379). In 1869, the office of the Superintendent of Public Documents was established in the Department of the Interior and given the job of distributing the documents (Act of March 3, 1869, 15 Stat. 292).

It was not until The Printing Act of 1895 (January 12, 1895) that the documents of executive agencies were included in the depository program, although they had generally been issued in the Congressional series. This act also moved the Superintendent of Documents from the Department of the Interior to the Government Printing Office where it remains today. The main feature of this act of interest to Federal libraries is that it added to the number of depository libraries the state and territorial libraries, the Libraries of the eight executive departments, and the Naval and Military Academies. The legislative history of the time shows that the main reason for the printing act was to clean up the tangled mess that government printing and distribution had become. Here is a sample from the times in a statement by Mr. John G. Ames, Superintendent of Documents in the Department of the Interior:

Turning now to the matter of distributing the publications of the Government, I think there can be no two opinions regarding the very unsatisfactory manner in which this business is conducted. There is

probably no department of public affairs in which anything approaching the vicious methods that here obtain have been permitted to secure a foothold and to continue in operation. The absolute lack of system, the absence of all checks upon duplication and triplication in the distribution of documents, and the general careless manner in which documents are handled and distributed, all show the desirability, if not the absolute necessity, of some radical change in this matter. It is not too much to say that if any private business were conducted upon the same principles or want of principles, such enterprise would be doomed to almost immediate bankruptcy.<sup>4</sup>

Mr. Ames went on to say that the remedy for the condition he describes is a statutory provision requiring that an adequate supply of documents be distributed to the "Congressional Library, the libraries and the several offices of the Senate and House of Representatives and of the several Executive Departments of the Government."<sup>5</sup> Interestingly, he specified 52 copies of each publication be sent to the Library of Congress but only two to the libraries of Executive Departments.

In a House Report earlier in 1892, the Postmaster General was quoted on the condition of the distribution of documents to his agency:

It is now the practice to send to the several bureaus of the Department one copy of every bill, resolution, and other document printed by order of the Senate. The intention in sending these documents, it is presumed, is mainly to give information to the Department of pending legislation or other business affecting its interest; but I am informed that there is and always has been so much delay in furnishing them that when received they are, in a majority of cases, of but little practical value. I

think it would be better if they were distributed by the Public Printer at the same time that he makes his distribution for the two Houses of Congress. This would enable the several officers of the Department to make prompt examination of them, and formulate such recommendations or action concerning them as might be found appropriate.<sup>6</sup>

And so it happened. The Superintendent of Documents was moved to the Government Printing Office, the distribution of documents was rationalized, eight Executive Department libraries were named—State, Treasury, Justice, Interior, Navy, War (now the National Defense University), Postal Service, and Agriculture—and everyone lived happily ever after. Well, not quite. By mid-century the number of libraries established in 1895 could no longer serve the nation, or the government, and further legislation was introduced and enacted. The Depository Library Act of 1962 not only increased the number of depository libraries in Congressional districts but it also expanded the coverage to libraries in independent Federal agencies and to additional libraries within the executive departments (44 USC 1907). The need for additional Federal libraries was expressed forcefully by Paul Howard, Librarian of the Department of the Interior in 1962:

Documents are the core of any Federal library. The publications of its own and other Federal agencies form a body of knowledge that is essential for each Federal library to have. Each [library] does get documents by begging, buying, borrowing, exchanging, et cetera, but the system is more like schoolboys trading marbles than like an efficient program. Field libraries have an especially difficult time. Often by the time they learn of the existence of a document or a report the edition is exhausted and the material unobtainable... One of the deficiencies in the present program is its lack of provision for the

Government's own libraries. They need documents and use documents more than any other single group of libraries in the country. The depository library program, if made available to them, will provide the most efficient, economical method of supplying these documents.<sup>7</sup>

Such testimony must have been persuasive for the act passed on August 9, 1962, and now there are some 1400 depository libraries, 80 of them Federal. The large majority of them are here in the Washington area, and most of the rest are U.S. Court libraries in large cities around the country. You may find it of interest that the Library of Congress was not named a depository until 1978. If LC received 52 copies of every publication as Superintendent Ames recommended in 1892, depository status would have been unnecessary. The NOAA (National Oceanographic and Atmospheric) Library is the most recent Federal library to receive depository status.

So now, at last, we get down to the role of Federal libraries in the Federal Depository Library System. In fact, we aren't really much different from any other depository library.

We serve the public as you do: students, lawyers, business people, teachers, researchers, writers, reporters, television producers, etc. Some of our libraries are open to anyone who walks in off the street. Others of us are open by appointment to use our government document collections as well as to use our other materials. We lend documents on interlibrary loan, and our cataloging records and locations appear on OCLC and other online catalogs. All of us provide telephone assistance to the public, helping them locate sources of government information, sending photocopies, faxing, etc. Many of us are on the Internet and respond to cries for help. No one knows better than government librarians how frustrating it is to try to find someone, or a particular office, in a government agency. Believe me, it's as frustrating to us as it is to you. I believe that



of us in Federal Libraries, depository or not, feel the responsibility to serve as libraries of last resort for information about our agencies and for information products of our agencies.

Federal Depository Libraries save the U.S. Government (and the American taxpayers) financial and human resources. Why should government agencies hire people to identify, locate, request and process payments for government information when the incremental cost of producing extra copies for these agencies is much less through the FDLP? As strange as it may seem to you, sometimes the only way we receive the publications of our own agencies is through the FDLP.

We are, however, different in one way. We serve the people who serve you; we serve your government employees. Federal Depository Libraries serve employees of Federal agencies in all three branches of government who are dependent on the information produced by all three branches to do their jobs. Employees of agencies of the Executive and Judicial branches, for example, need ready access to the Congressional Record, hearings, reports and bills of the Congress. Legislative Branch employees need opinions from the Judiciary, and reports, statistics, and maps and many other publications from Executive agencies.

I would like to conclude, as I began, with an anecdote about the State Department Library. One night last week, I got a call at home from someone in the Operations Center of the State Department. The Operations Center is staffed 24 hours a day to handle any kind of emergency. That day they must have

been busy with the downing of the two American helicopters over Iraq by two American fighters. This call, however, was not about that. The caller said that a "senior person" at the White House had received a call from a person who claimed to be an ex-American Ambassador to Canada but that he had his doubts about the veracity of the caller. The "senior person" wanted to know if the person had ever been an ambassador and naturally called the State Department. The watch officer, however, did not know how to find out so he naturally turned to the Library, which was closed, and then found me on his list of people to call after hours. I knew immediately which book would tell me—Principal Officers of the Department of State and United States Chiefs of Mission, published by the Office of the Historian in the Department of State—but I knew he would never find it in our stacks. I offered to come in and get the information for him, but he said, "No, I'm used to rummaging through libraries; I have a key to your library and can go look for it." After directing him to the bank of light switches inside the door and on back to my office, I told him to look directly behind my desk chair for my own personal copy, a green and white paperback book. Although I volunteered again to come in, he again insisted that he could find it, which, in fact he did, as he told me when he called a half hour later.

So how did we get the reference book? Probably from our publications distribution office, but if they had slipped up, we would have gotten it as a depository item just as many of you did: from the Federal Depository Library Program.

1. Alleged Favoritism in the State Department: House Report No. 2510, 52nd Congress, 2d Session, February 15, 1893, p. 3.
2. "Quoted in "The U.S. Treasury Department Library: Its Growth and Development from 1817 to the Present Time," by Isabella Stevenson Diamond. *Special Libraries*, April 1942, p. 113.
3. *Ibid.*, p.114.

4. Providing for the Public Printing and Binding and the Distribution of Public Documents: Senate Report No. 18, 52d Congress, 1st Session, January 13, 1892, of the Committee on Printing, to accompany S. 1549, page 172.
5. Ibid.
6. Public Printing and Binding and the Distribution of Public Documents: House Report No. 1092, 52nd Congress, 1st Session, April 15, 1892, of the Committee on Printing, to accompany S. 1549, pp. 19-20.
7. Depository Libraries: Senate Hearing on S. 2027 and H.R. 8141, before the Subcommittee on the Library of the Senate Committee on Rules and Administration, 87th Cong., 2d Sess. March 16, 1962, pp. 1705-1708.

# Using dBase® in an Academic Library: A Service Perspective

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When Peggy Walker asked me to give a talk on dBase® in the academic library, I asked her what she wanted me to talk about. She said "just tell them what you do and how you do it." So I guess this is supposed to be one of those "how we do it good at our library" talks. More realistically, however, this is "how we try to do it as best we can while barely keeping our heads above water." With that disclaimer in mind, I'm going to talk about WHY we use dBase®, WHAT we do with it, and HOW we do it. Although I am specifically talking about dBase® or dBase® compatible software, most of what I have to say can just as easily be applied to Lotus® or other more sophisticated software packages. The implications for service are basically the same.

## Background

First, let me give you some background on our library so that you can put all this in context. We are not a large research university by any means. Stetson is a primarily undergraduate institution with 2,200 students and about 200 faculty. We have schools of Arts & Sciences, Business, and Music. The library is medium-sized by GPO standards; about 250,000 volumes plus 260,000 government documents. We have four public service librarians, including the Circulation and Interlibrary Loan Librarian and the Government Documents Librarian.

The Documents Department has one librarian. Roughly 75% of my time is spent in the Documents Department and 25% is spent on the main library reference desk doing general reference work. We have one full-time documents assistant who is part of Technical Services. She does all the processing and cataloging work for the documents but is not involved in reference or public services. The other three reference librarians use documents in their general reference work and use GO and other menu-driven software with depository CDs, but are not required to know EXTRACT, dBase®, or any of the more sophisticated software packages. They do know what type of data retrieval we can do with dBase®, however, so that they can make appropriate referrals to the Documents Department.

I arrived at Stetson five years ago—at about the same time as the first depository CD-ROM. The job description that I was given at that time has little relevance to what I do today. I suspect that most of you have seen significant changes to your daily workflow since that first CD arrived. In 1989, the Documents Department had one XT workstation with an old Hitachi external CD-ROM drive attached. Not only was it the public access workstation, but it was my personal computer. That setup was very slow, even with the GO software, and it was almost impossible to use with dBase®.



We knew that we would need more hardware and software, although the Department had no capital equipment budget. During the past three years, we have managed to get three workstations from a variety of sources. We received a 486-DX with a very fast triple speed CD-ROM drive and a color printer from a competitive equipment fund that the Provost offered to faculty. We also got a 486-DX workstation from a private donor who wanted to contribute books to the library, but was willing to fund technology when we demonstrated what could be done with the CD-ROMs. The Orlando Sentinel Foundation funded our third workstation, a 386 that doubles as a bibliographic instruction PC. The lesson we have learned in trying to equip our department is to investigate all sources of funding for hardware. Because we are working with dBase® and Lotus® and the TIGER files, we have been able to demonstrate that we have a real need for high-end PCs. It would have been very hard to sell the private donor and the Provost on providing us with PCs if we were not doing more sophisticated things with the data than just printing out data from the GO software.

As for software, some has come out of the library's supply budget and some from the materials budget. We have dBase® III+, EXTRACT, Lotus®, and the Sammamish mapping software for the TIGER files available to the public.

### **Why We Use dBase®**

Early in 1990, the Associate Director for Public Services asked me to write a report on the implications of depository CD-ROMs for Public Services. He wanted to know how many we would get, what hardware and software we would need, what impact they would have on reference service, and how we would define levels of service for these products. Writing the report forced me to think about the CDs much more analytically than I had done up to that point. Although at that time I could not fully appreciate the impact that the CD-ROMs would have, I did

at least have enough foresight to know that these CDs had the potential to have a tremendous impact on documents reference work. It was immediately apparent that this would not be like working with the bibliographic CD-ROMs with which we were accustomed to dealing. I also realized that the computer skills that I had were woefully inadequate for what was to come. I could use some word processing software and I knew a couple of DOS commands and that was it.

Based on the report and many discussions that followed, our library made the decision to provide extensive reference service for the depository CDs. At that time, almost all the CDs were in dBase® format or, like the NTDB, had their own menu-driven software. Our reasoning back then was relatively simple: here was a chance to provide access to data that was previously available only on mainframe data tapes at research universities. Our undergraduates would be able to work with data in ways usually reserved for graduate students. Some of the faculty in the Arts & Sciences had been anxious to incorporate data in electronic formats into the classroom and we knew that we would have eager consumers if we made dBase® service available. We also knew that the CDs, especially the census CDs, would be of great interest to off-campus consumers such as local government and small businesses.

During the past few years, as our dBase® service has evolved, the Government Documents collection has gone from a print collection that was generally admired as "historic" and "valuable," but unfortunately was not very well-used, to one of the most vital and used collections in the library. What started out as an attempt to provide electronic resources to undergraduates has taken on a life of its own. We would have a hard time turning back now even if we wanted to. The professors have incorporated the CDs using dBase® and Lotus® and other software packages into the curriculum and the county and small businesses have come to rely on getting the data in a variety of formats.

Most important, however, is that we are keeping ourselves from becoming obsolete. I recently saw an article titled "Become Indispensable or Die." With heavy competition for our piece of the university's budget, we must be seen as indispensable and that is not going to happen if we can't give people the data the way they want it. During the past five years, I have never seen a professor use the GO software. They don't need the data that way and they don't want the data that way.

When I attended this conference two years ago, I mentioned to one librarian that I thought it was very important to use dBase® with the CD-ROMs. His reply was to ask me if a patron wanted a book in Russian would I feel obligated to read it to them? No, I would not because most people who want a book in Russian can reasonably be expected to understand the language. The majority of people who have a real need for numeric data, however, cannot be expected to know how to get it off the disc into a format that they can use. I have had many people disagree with me on this but at least one person agrees. In a November 1993 American Libraries article, Charles Seavey, a professor at the University of Arizona Graduate Library School, wrote the following:

So along came Census Test Disc 1 in 1987 or so, and librarians' reactions went something like this:

Gee, the little sucker is hard to use, it has minimal front-end software, it's very slow, and sometimes it doesn't work at all on our computers. Well, that's okay—the government will fix it.

The government didn't fix it....The point is that we knew this was coming. From the moment we started discovering the drawbacks with Test Disc 1, we knew it was coming. We knew it was going to require bigger and better microcomputers; we knew it was going to take levels of computer expertise we didn't have at the time; we knew that CD-ROMs were going

to be the medium of choice for distribution of the 1990 Census, and that the patron feeding frenzy at the release of the 1980 census would be repeated.

We are still using the minimalist front-end software the government is putting on the discs without developing the expertise in dBase III to write our own retrieval programs, or we are ignoring the whole issue. I know of one documents department in an Association of Research Libraries institution that took a vote and decided not to learn how to use the census CDs, but to give the discs to the patrons and point them at the nearest computer—an AT-class machine....

If it takes shifting our world view, let's quit looking at the future through a rearview mirror and get on with the job. If we don't enter the realm of data, we are going to be relegated to low-paying custodial jobs in giant buildings full of unused paper—and we will richly deserve our fates.<sup>1</sup>

Seavey summarizes the theme of this talk quite well. We don't really have a choice. Whether you choose to use dBase® or some other software packages, we all must become comfortable working with data and data management software.

How did we begin? The first step, of course, was to learn dBase®. As a basic computer illiterate, I got a "how-to" dBase® book and began to teach myself to use it step-by-step. I now use dBase® daily and I have never had any formal instruction in the program. I think that one of the great misconceptions about dBase® is that it is difficult to learn and use. While dBase® programming can be complex, using basic dBase® commands to extract and manipulate data is not. It takes an initial investment of time to learn the basic commands, but once the general concepts are learned, the execution of the software is fairly simple.

The next step was to define levels of service or, perhaps more accurately, decide how much we would do for people. Unlike menu-driven software, providing dBase® service is a time-intensive one-on-one exercise. We do not attempt to show people how to do their own dBase® searching unless they are already dBase® users. We actually do the data extraction and follow up work for them. I often compare this type of reference service to online searching. Like online searching, dBase® requires a rather thorough reference interview to determine exactly what data the person needs at what geographic levels. At the time of the reference interview, I can determine whether the patron has an appropriate need for dBase®. Sometimes, they can get what they need themselves using the GO software. Although some depositories have detailed levels of service policies for the electronic products (University of Nevada, Reno, for example), we have decided to determine the level of service on a case by case basis.

With few exceptions, we have been able to meet every request for dBase® service. The exceptions have been companies that want such large amounts of data at so many geographic levels that the information would fill dozens of floppy disks. In these cases, we give them the option to send a computer savvy employee to the library and I show them how to do the extractions themselves or we suggest that they contact the census center at the University of Florida to have the extractions run from mainframe tapes. About half of our requests come from students and faculty and the other half come from off campus. Most of the off campus requests come in by phone and we often mail printouts or floppies with the extracted data.

### **What We Are Doing with dBase®**

When we made the decision to provide dBase® service, we knew that we would have to let people know what we could do for them. We also knew that once we created a demand we might not be able to meet it.

Creating the demand turned out to be very easy. I talked to professors who I knew would be interested in working with the census and they incorporated the use of the data into assignments or created new assignments specifically to take advantage of the CD-ROMs. We also incorporated dBase® demonstrations into classroom instruction so that the students and faculty would know what types of things could be done with dBase® and the CD-ROM data. We offered several workshops to faculty and students to give them detailed information on several different CD-ROM databases and software packages. Some specific examples of how dBase® is used in assignments:

- 1) Sociology classes use the Summary Tape Files to study all types of demographics. They are specifically looking for trends and often want data ranked. Using dBase® we extract the variables that they are looking for and then we can rank them in order by any variable or multiple variables that they choose. One student, for example, wanted to identify census tracts with per capita incomes greater than \$20,000 and then correlate the income variables with race.
- 2) Marketing classes do business plans for local businesses as semester long projects. These students use the census to identify specific socio-economic characteristics of small areas such as block groups or tracts. Like the sociology classes, they use dBase® to rank data in order to identify the potential market for a particular business. Other marketing classes use both the decennial census and the economic censuses to identify sales of particular merchandise lines in geographic areas such as MSAs.
- 3) Population geography classes make extensive use of census data, as well as data from the NTDB and the TIGER files. Geography students have used dBase® to calculate population density

of specific areas using the area of land variable that is not visible with the GO software. They are especially interested in using dBase® because the data can be merged into mapping software in the geography labs.

- 4) One Economics professor has used the census data to teach regression analysis. The students choose variables that are extracted from the CDs using dBase® and then are manipulated with an economics software package in the Economics Lab.

Other campus offices also make use of the dBase® extracted data. The Office of Institutional Research has had us download quite a bit of data in dBase® to use in their reports. They translate what we give them in dBase® to SPSS® files. Professors ask us for data for their consulting jobs and they often want it in Lotus® format. We use dBase® to extract the data and then translate it to Lotus®. The Development Office is interested in using the data to track high income areas and has talked to me about merging their donor list with a TIGER file database to map donor locations. The President of the University recently asked for a demographic study of the west side of our county. Half county geographic breakdowns obviously don't exist, but using dBase® we were able to extract and combine smaller geographic areas to come up with the profile he needed. We decided to put the final report in spreadsheet format and translated the data to Lotus® before printing up the finished product.

Finally, we get requests from the community and referrals from around the state. We have done extensive dBase® extractions for the county's Growth Management Department and Community Services. We have done dBase® databases for the city of Daytona Beach. Numerous small businesses have walked away with dBase® generated databases. One example: a woman wanted to open a daycare center and wanted to put it in an area with lots of small children

and high income levels. We created a database at the block group level that allowed her to target possible locations. By ranking the variables, it was very easy to locate high concentrations of young children and high income areas.

### How We Are Working with dBase®

I do not want to leave you with the impression that this is all very easily accomplished. As most of you know, it isn't. Using dBase® is labor intensive and requires some minimal level of expertise. You also need bigger and faster PCs than you do with GO and you need to spend money on software. Therefore, you also need a supportive administration. Hard drive security is a concern for some libraries. We do not provide any protection for the hard drive, but in almost five years we have not had a single problem. Most dBase® use, however, is done with or by a librarian, so the hard drive is not as vulnerable as it would be if many patrons were doing their own searching. Despite the obstacles, you should not be discouraged from using dBase®. You don't need to go nearly as far as we do to provide dBase® service. Although we will often provide finished reports or manipulate data for people, most libraries will probably choose a different level of service. The following represent some levels of a continuum of services you can offer using dBase®:

1. Provide the software on public access terminals without providing expertise. While this will not help the majority of users, some will have the expertise to do the dBase® extractions themselves.
2. Retrieve data from the CD-ROMs using dBase®, but do not do any manipulation of data.
3. Retrieve data and combine files into one file or database.
4. Rank or otherwise manipulate the data.

5. Provide dBase® reports.
6. Translate dBase® files to formats and provide reports in other formats.

## **Conclusion**

There is no doubt in my mind that using dBase® and Lotus® and other software packages has been an extremely positive move for our Documents Department. We have been able to argue effectively for equipment and software based on proven sophisticated use of the data. dBase® service has made the Department visible and the faculty much more aware and appreciative of government information. We would never have received the hardware or software that we did if we had made the decision to stick solely with the GO software.

As for our future plans, we are moving into thematic mapping. We are taking the dBase® extracted data and mapping it with the TIGER files. We have purchased mapping software and a color printer and will begin to "market" the service in the fall. Once again, we expect a big demand.

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1. Charles A. Seavey. "A Failure of Vision: Librarians are Losing the War for Electronic Professional Turf." *American Libraries* (November 1993):943-44.



# Government Information on the Internet: An Introduction

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## Network Training Part I - Kathleen Keating

Good morning! It is a real pleasure to be here today. Robin Haun-Mohamed invited us to present an introduction to the Government Information resources available on the Internet. Clark McLean and I will try and cover this topic in the next 50 minutes. I will be covering Part I, the Network Training Outline over the next 25 minutes and then I will turn the program over to Clark who will give a practical demonstration on how to search on the Internet. Everything we are going to cover is going to be taught in a two day workshop at the ONLINE Conference in New York City in May, so this will be a very brief introduction.

The University of New Mexico is a multi-cultural institution with over 25,000 students. 16% are Hispanic and UNM has the second largest population of Native American students in the U.S. There are many disciplines taught and the library attempts to serve the information needs of the faculty, students, staff and community which includes three National Laboratories: Sandia, Phillips, and Los Alamos. Librarians must always be aware of multi-cultural differences and we adapt our reference and teaching techniques to meet their needs.

Academic computer literacy. What is it? Well, in the beginning or about eight years ago faculty and students were considered literate if they knew a word-processing

program and could put paper in a printer. The next phase was to have faculty and students communicate through e-mail. And now, in order to be considered academically computer literate we expect them to be able to navigate through Networks. Examples may be to search the UNM OPAC LIBROS, search CARL, the Library of Congress and even the Internet.

In order to assist the faculty and students in their quest for academic computer literacy, the University of New Mexico General Library and the campus computing center named CIRT, or Computer and Information Resources and Technology, have combined efforts to help with the instruction and teaching of the Internet and network navigation.

Now for some audience participation. I would like to ask you a few questions so Clark and I can get an idea of this group's academic computer literacy level.

- 1) How many have access to the Internet?
- 2) How many use e-mail?
- 3) How many already subscribe to a Listserve?
- 4) How many are already comfortable using Gopher? Veronica?
- 5) How many can connect via 'telnet' command?

The next area I would like to cover is a brief history of the Internet. I have always

found it helpful to better understand a concept if I know the background first.

I will paraphrase most of this history from an article written by Bruce Sterling entitled, "A Short History of the Internet" published in the Magazine of Fantasy and Science Fiction in February of 1993.

In his article, Sterling states that thirty years ago the RAND Corporation, America's foremost Cold War think tank, was faced with the question of "How could U.S. authorities successfully communicate after a nuclear war?" Any central command and control network would be an obvious and immediate target for an enemy missile. In 1964, RAND employee Paul Baran, came up with a solution. The principles were simple:

- 1) The network would have no central authority.
- 2) The network would be assumed to be unreliable at all times.
- 3) All computer nodes would be equal in status.

The particular route that a packet of information took would be unimportant. Basically, each packet would be tossed around like a hot potato until it reached its proper destination. If nodes in the network were blown away it simply wouldn't matter. The packets of information would remain airborne until finding the right place. This may seem inefficient but it would be extremely rugged.

During the 1960's, this concept of a decentralized, blastproof, packet-switching network was kicked around by RAND, MIT and UCLA. Shortly after 1968, the DOD Pentagon's Advanced Research Projects Agency decided to fund a larger more ambitious project. In December 1969 there were 4 nodes on ARPANET. In 1971 there were 15 nodes and by 1972, 37 nodes.

The original intent for ARPANET was the sharing of computer facilities. But by its second year, researchers were using it to collaborate on projects, trade notes on work,

and even to gossip and schmooze. It wasn't long before the invention of mailing lists (or Listserves) where an identical message could be sent to large numbers of network subscribers.

ARPANET continued to grow throughout the 1970's.

The original standard for communication was known as NCP, or "Network Control Protocol." This was surpassed by a higher level more sophisticated standard known as TCP/IP. TCP or "Transmission Control Protocol" converts messages into streams of packets at the source, then reassembles them back into messages. IP or Internet Protocol handles the addressing and sees to it that packets are routed across multiple nodes, multiple networks & multiple standards.

In 1984, the National Science Foundation got in on the act and continued to upgrade the technology and attract other agencies like NASA, DOE & National Institutes of Health. TCP/IP was also being used by other networks. And more networks adhered themselves to other networks making the ARPANET a small neighborhood in a growing galaxy of other machines.

The use of TCP/IP standards for computer networking is now global. Today there are tens of thousands of nodes on the Internet and it is called the Mother of All Computers.

The future of the Internet is composed of the National Information Infrastructure and NREN or the National Research and Education Network. NREN was approved by Congress in 1991, as a 5 year, two billion dollar project to upgrade the Internet 'backbone.' NREN will be 50 times faster than the fastest network, allowing the electronic transfer of the entire Encyclopedia Britannica in one second!

How does one get connected to this galaxy of information? There are three ways to connect:



- 1) Direct wiring
- 2) Personal Computer and modem
- 3) Bulletin Board System or Online Service

The Internet uses two operating systems. The first is UNIX which is a multi-tasking, multi-user operating system developed by AT&T. The prompt is a percent sign. The second is VMS, which is a multi-tasking, multi-user operating system developed by Digital Corporation. The prompt is a dollar sign.

Inside your packets on the left side are handouts which will help you become more familiar with the Internet and how to find a provider. The grey Inter NIC handout includes information about how to get connected to the Internet, points to network tools and resources, as well as seminars on varied topics held in locations around the country. If you call their 800 number on page two it will connect you with a reference desk which will help you locate an Internet provider in your area.

The yellow colored handout is the PDIAL or Public Dialup Internet Access List. It is a list of Internet service providers offering public access dialins and outgoing Internet access like FTP, Telnet, etc. Most of them also provide e-mail and USENET news and other services. This list is dated December 1993 so you may want to call and get an updated list.

Why would one want to be connected?

The first reason would be to communicate with colleagues and other professionals by using e-mail and using Listservs which are electronic discussions that are supported by a particular software called "LISTSERV." Some electronic discussion lists can be interesting, informative and help one develop professionally by communicating with colleagues. Examples for Government Information include GOVDOC-L, Regional-L and Windy-L. The lists can be moderated or un-moderated but they must be read everyday.

The second reason would be for information. When connected to the Internet one can access libraries, government information and commercial databases.

The third reason is software. Public domain shareware packages are housed on particular computers and are readily accessible. There is UNIX, IBM compatible, Macintosh, and other types of computer software available on the Internet.

I would now like to turn the presentation over to Clark McLean who will give you an Internet demonstration on how to travel the Net.

### Network Training Part II - Clark McLean

Demonstrating Internet access today we are utilizing the following equipment:

- Personal computer with a modem
- Telephone line
- Internet access via university account
- Liquid Crystal Display (LCD) panel and overhead projector to facilitate screen viewing

The Internet, like various ways to get to a grocery store, has no set location for information or consistent organizational structure. Two tools to navigate and access information resources include gopher and telnet. Users will need to check with their Internet provider to determine if the Internet provider supports these tools for the equipment you wish to utilize.

"Gopher," a software client/server package developed at the University of Minnesota, home of the golden gophers, provides flexible access to Internet resources. If your Internet provider does not support direct gopher access, you can telnet to a public access gopher site, e.g. consultant.micro.umn.edu or panda.uiowa.edu, login as a gopher, and then experience the advantages to gopher access. To demonstrate an example of a government gopher we are using the Department of

Agricultures' gopher - cyfer.esusda.gov. As with the many grocery stores available, this is one of several sources of government information available via gopher on the Internet. To access the USDA gopher we type at our prompt:

```
gopher cyfer.esusda.gov
```

The screen displays a menu of choices which can be selected by moving the arrow or typing the number associated with the entry or selection we wish to view and pressing <return> or the <enter> key. To assist in moving around in a gopher, the bottom of the screen usually provides which key to press for more help. As you "surf" the Internet via gopher you may wish to find out where you are by pressing the '=' key before pressing <return>. This provides link information on which host the information is located. The link information may provide a clue as to where the information is located. At the end of an alpha Internet address can be three letters specifying domain. Domains include:

edu	=	education
com	=	commercial
gov	=	government
mil	=	military
org	=	organization
net	=	networks

Domain Internet addresses from abroad may include a two letter country designation at the end, e.g. ge = Germany.

Other gopher file types include -

- text files indicated by a '.' at the end of a selection
- subdirectory indicated by a '/' at the end of a selection
- telnet application indicated by <TEL> at the end of a selection
- picture files indicated by <gif> at the end of a selection
- compressed files of various types e.g. <PC Bin> at the end of a selection

Gopher software also provides search capabilities using '/' when you are in a file or directory. Some gophers also expand searching capabilities of gopherspace or gopher titles by using "veronica" software options. "Veronica" and its use are explained in our packet handouts.

If you are using a full-fledged gopher, you can build bookmarks for frequently accessed gophers. To utilize this feature press 'a' before pressing <return> when you are viewing a selection. This will add that entry to your list of bookmarks. By pressing 'A', you can add a current directory to your bookmark list. These bookmarks are kept in a file on your host computer. Any time you are in a 'gopher' you can pull up your bookmarks by pressing 'v', and then by pressing <return> or <enter> while in your bookmark list, connect to that gopher. Pressing 'd' while you are in your bookmark list will delete the bookmark.

Another feature if you are utilizing a full-fledged gopher is various downloading capabilities. Viewing an information file on the screen and pressing:

<m>	will mail the file to an e-mail address;
<s>	save a file on your host computer in your account; or
<d>	download a file to your personal computer. (Suggest Kermit protocol for Internet downloading.)

Another useful tool on the Internet is "telnet." This software allows you to connect to another computer. To demonstrate this type of access we will "telnet" to the National Technical Information Service FedWorld. At our prompt we type :

```
telnet fedworld.gov
```

Telnet only contacts that machine. Once logged in, the menu interface is usually unique. Menus, searching, downloading, and in general moving about will be unique to the

system you are accessing and some systems may not allow for easy downloading. An advantage to FedWorld is its option of connecting to various Government agency bulletin boards. Some bulletin boards are more complex than others and some agencies may request you to sign up before using their bulletin board.

Another frequently used Internet tool is file transfer protocol (ftp). Due to the limitations in time and the unique procedures for using ftp we are not demonstrating ftp today. In our handouts we are providing some basic ftp commands and guides. One correction to our ftp guides, on page 6, "Retrieving a file from a remote host: 1.) ftp ariel <return>", should read ftp ariel.unm.edu <return>.

The Internet is an exciting part of the information superhighway. Utilizing the Internet can provide libraries and the public with access points to current topical government information. As librarians we can lead in organizing and providing guides to the wealth of government electronic resources available.



# Depository Materials Not Listed in the Law Library Core Lists But Which Support Law Related Needs

Susan L. Dow

Charles B. Sears Law Library  
State University of New York at Buffalo  
Buffalo, NY

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## Introduction

There are 219 depository libraries that carry the designation law library. Sixty-two of these depositories represent court and state law libraries. The largest category of law library depositories are the 157 academic law libraries. While it is safe to assume that most law libraries select the primary legal materials offered through the Depository Library Program, the selection of other material differs due to the nature of the library's clientele. In academic law libraries materials are selected, not only to meet the legal information needs of the public, but also to support the law school's curriculum.

The current "Suggested Core Collection"<sup>1</sup> is based on information derived from data in the GPO Automated Item Number File. If at least 2/3 of the 219 law library depositories selected an item number, it was considered a core item number for law libraries. It should be noted that selection of an item number might mean that a less relevant publication was selected because it was included as part of the same item number selection. The result is a core list that contains approximately 235 item numbers and is comprised of 361 titles.<sup>2</sup>

## Methodology and Survey

I had my suspicions as to what item numbers not on the core list might be the most important to academic law libraries; however, I decided to conduct an informal survey to see how well my suspicions reflected reality.

The survey instrument (see attachment 1) asked the respondent to answer three questions: the top ten most important item numbers not on the core list; whether or not the respondent's library met the minimum technical guidelines developed by GPO; and a question asking the respondent to list the CD-ROM products they selected. While I was primarily interested in the answer to the first question, I also hoped to get some idea of the overall electronic capabilities of the responding libraries.

The Government Documents Special Interest Section of the American Association of Law Libraries kindly supplied a copy of their membership mailing labels. Copies of the survey were sent directly to individuals at academic law libraries who were members of the Special Interest Section. Surveys were also sent directly to academic law libraries when the library was represented in the Special Interest Section.

After reviewing the 30 responses received, it was apparent that there was consistency in the item numbers supplied. However, not all respondents listed 10 item numbers.

## **Results**

The response rate to the survey was very low; however, because of the consistency of the responses, it is fair to assume that the same top three item numbers would continue to appear even if there were a larger pool of responses.

Listed below are the top ten item numbers, from most important to least important. I have included some information about the item number selection. The comments listed are taken directly from the survey response forms and are not credited due to the anonymous nature of the survey responses.

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### **Number 1**

<b>Item Number(s):</b>	1017; 1019; 1038; 1039 and 1028
<b>Su-Doc Number(s):</b>	Y 4.(s)
<b>Title(s):</b>	Hearings, Prints, and Miscellaneous Publications
<b>Issuing Agencies:</b>	House Committee on Foreign Affairs; House Committee on Energy and Commerce; Senate Committee on Finance; Senate Committee on Foreign Relations; House Committee on Ways and Means
<b>Sample Titles(s):</b>	Country Reports on Human Rights Practices; Congress and Foreign Policy; Legislation on Foreign Relations; Compilation on Social Security Laws
<b>Comments:</b>	"I would think that all law libraries should get all hearings for legislative history..."; "documents in this category are the backbone of our dep. collection and are very heavily used"; "helpful for immigration law"; "faculty members research human rights and international law"

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**Number 2**

**Item Number:** 0270  
**Su-Doc Number(s):** C 51.9/3: and C 51.9/4:  
**Title(s):** Government Reports Announcements and Index Government Reports Announcements and Index: Annual Index  
**Issuing Agency:** "NTIS, an agency of the U.S. Department of Commerce, is the central source for the public sale of U.S. Government-sponsored research, development, and engineering reports..."<sup>3</sup>  
**Frequency:** Twice a month  
**Sample Entries:** Orphan Drugs: Legislation and FDA Regulations and Testing; Over the Counter Drugs (OTC Drugs): Legislation, Labeling Federal Guidelines and Joint Ventures  
**Comments:** "useful for researching foreign law"; "contains studies which have been of value to various faculty in their research"

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**Number 3**

**Item Number:** 1070-M  
**Su-Doc Number(s)** Y 3.T 22/2:1 and Y 3.T 22/2:2  
**Title(s):** U.S. Congress. Office of Technology Assessment. Annual Report and General Publications  
**Issuing Agency:** "OTA's basic function is to help legislative policymakers anticipate and plan for the consequences of technological changes and examine the many ways... in which technology affects people's lives."<sup>4</sup>  
**Sample Title(s):** Impact of Legal Reforms on Medical Malpractice Costs; Finding a Balance: Computer Software, Intellectual Property and the Challenge of Technological Change  
**Comments:** "used by law faculty and students"; "provides excellent background for science/technology issues"

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**Number 4**

**Item Number:** 0768-F  
**Su-Doc Number(s):** L 2.38/3; L 2.38/3-2; L 2.38/8: and L 2.38/10:  
**Title(s):** CPI Detailed Report ; News, Consumer Price Index  
Consumer Price Index - Washington, D.C. Area; Summary Data from  
the Consumer Price Index  
**Issuing Agency:** U.S. Bureau of Labor Statistics  
**Frequencies:** Monthly  
**Contents:** "... monthly report on consumer price movements including  
statistical tables and technical notes"<sup>5</sup>  
**Comments:** "not the most current data, but important for consumer information";  
"attorneys need this"

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**Number 5**

**Item Number:** 0862-B  
**Su-Doc Number(s):** S 1.123: and S 1.123/2:  
**Title(s):** Background Notes on (various countries); Background Notes on  
(various countries) Indexes  
**Issuing Agency:** United States Department of State  
**Contents:** Provides an overview on the geography, people, government,  
economy, and history of countries of the world. Background notes  
have also been issued on international organizations such as the  
Organization of American States.  
**Comments:** "selected to support our collection of international law and trade  
and our LLM program in international law"; "pretty good reference  
source but timeliness is a problem"

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Number 6

**Item Number(s):** 0142-C-01 through 0142-C-03  
**Su-Doc Number:** C 3.186:  
**Title(s):** Current Population Reports Series  
**Issuing Agency:** United States Bureau of the Census  
**Sample Series Titles:** Population Profile of the United States; Voting and Registration in the Election of...; Households, Families, Marital Status, and Living Arrangements  
**Comments:** "faculty and students need sociological data"; "for discrimination cases and general demographic support"

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Number 7

**Item Number:** 0431-I-66  
**Su-Doc Number(s):** EP 1.67: and EP 1.67/A:  
**Title(s):** EPA Journal; EPA Journal Reprint  
**Issuing Agency:** United States Environmental Protection Agency  
**Frequency:** Quarterly  
**Sample Entries:** "Post-Rio: The Challenge at Home", "New Rule to Protect Agricultural Workers from Pesticides", "EPA's Flagship Programs"  
**Comments:** "environmental law is becoming more important"; "good for environmental law collections"

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## Number 8

**Item Number:** 0546-E  
**Su-Doc Number(s):** GA 1.16/3:, GA 1.16/3-2: and GA 1.16/3-3:  
**Title(s):** Reports and Testimony: (month, year); Annual Index of Reports Issued in ...; Abstracts of Reports and Testimony, FY  
**Issuing Agency:** "The U.S. General Accounting Office (GAO) is a nonpartisan agency within the legislative branch of government. GAO conducts audits, surveys, investigations, and evaluations of Federal programs."<sup>6</sup>  
**Sample Entries:** Air Pollution: EPA's Progress in Determining the Costs and Benefits of Air Legislation; EEOC's Expanding Workload: Increases in Age Discrimination and Other Charges Call for New Approaches  
**Comments:** "especially useful"

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## Number 9

**Item Number:** 0968-H-16  
**Su-Doc Number(s):** J 29.13:, J 29.13/2:, J 29.13/3: and J 29.20:  
**Title(s):** Justice Statistics Bureau, Special Reports; Profile of Jail Inmates (quinquennial); Drugs and Jail Inmates (quinquennial); Compendium of Federal Justice Statistics (Annual)  
**Issuing Agency:** United States Bureau of Justice Statistics  
**Comments:** "students and faculty often refer to crime statistics, we have an adjacent criminal justice school"; "reference aid"

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## Number 10

<b>Item Number(s):</b>	0255-A and 0256-C
<b>Su-Doc Number(s):</b>	C 21.5/2: and C 21.5/3:
<b>Title(s):</b>	Index of Patents (annual); Index of Trademarks (annual)
<b>Issuing Agency:</b>	United States Patent and Trademark Office
<b>Contents:</b>	Index of Patents contains a "List of Patentees", "List of Reissue Patents", "List of Reexamination Certificate Patents", "List of Design Patentees", "List of Plant Patentees" and a "List of Statutory Invention Registration". The Index of Trademarks contains a "List of Trademark Registrants".
<b>Comments:</b>	"intellectual property law is becoming increasingly important... we need these sources available to serve the needs of legal community, businesspeople, and private individuals..."; "important for those without electronic access"

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## Most Popular CD-ROM Products Selected by Law Libraries

United States Foreign Affairs on CD-ROM  
 National Economic, Social, and Environmental Data Bank  
 National Trade Data Bank  
 Health Care Financing Administration. Laws, Regulations and Manuals

6/94

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1. U.S. Government Printing Office. Federal Depository Library Manual, (Washington, D.C.: U.S. Government Printing Office, November 1993), Appendix A: Suggested Core Collection, pp. 123-156.
  2. Memo from Sally Holterhoff. February 1994.
  3. "About NTIS", Government Reports Announcements & Index 7 (Apr. 1, 1994): p. ii.
  4. For description of functions of agency, see inside back cover of U.S. Congress, Office of Technology Assessment, Impact of Legal Reforms on Medical Malpractice Costs, (Washington, D.C.: U.S. Government Printing Office, October 1993).

5. For contents of publication see inside front cover of U.S. Bureau of Labor Statistics. CPI Detailed Report, February 1994.
6. For description of functions of agency see "Introduction" in U.S. General Accounting Office, Abstracts of Reports and Testimony: Fiscal Year 1993.

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**Attachment 1**

**Item Numbers Not on the Core List**

Depository library number (optional) \_\_\_\_\_

**Item Number**                      **Explanation**  
(ranked in priority order of importance)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Does your library meet the "Recommended Minimum Technical Guidelines for Federal Depository Libraries" as found on pages 44-50 of the Federal Depository Library Manual, revised November 1993? If not, what guideline(s) are problematic?

Does your library select any of the CD-ROM products currently being offered through the Depository Library Program? If so, which products do you select?

**Please Return Survey by March 21st to:**

Susan Dow  
Charles B. Sears Law Library  
State University of New York  
O'Brian Hall - Amherst Campus  
Buffalo, New York 14260

# Developing an Electronic Information Service Policy

Dianne Hall

East Brunswick Public Library

East Brunswick, NJ

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Before discussing my electronic information service policy, I would like to give a short overview of my library and depository collection. Established in 1967, the East Brunswick Public Library is a medium sized library and has approximately 145,000 volumes. It was designated as a Federal depository in 1977. The Library serves as a regional reference center for public, school, and special libraries in two counties, and received more than 103,000 reference questions in 1993.

As a selective depository East Brunswick receives 15% of depository item numbers. We do not have a separate government documents department. Government publications are part of the Reference Department, and documents questions are handled by a Reference staff of fifteen librarians.

Except for microfiche documents, all U.S. government publications are integrated with the Library's other collections. Paper documents are assigned a Dewey number and added to the reference or circulating collections. At present we have 15 government CD-ROMs installed on two workstations that also have about ten commercial products on the menu.

When Robin Haun-Mohamed called to ask me to participate on this panel she was still an inspector, and since New Jersey libraries were being inspected in 1994, I said "Sure-- but I don't have a written policy."

Robin explained that she was looking for someone with a written policy, so I said that I'd write one.

I volunteered to write a service policy because I realized that we were operating with an unwritten one, but that it was pretty much in my head and none of the other Reference staff knew exactly what the policy was. Since we have fifteen different Reference librarians, seven of whom work part time, I decided that a written policy would be the best way to let them know what is expected of them. In addition, some of our CD-ROMs are available for circulation, but few of the other librarians were aware that they were.

To develop the policy I first read several articles that discuss reference service for government CD-ROMs. A short bibliography is appended to my draft policy which is available as a handout. After reviewing these articles to make sure that I would cover all aspects of service, I essentially developed the written policy from the unwritten one under which we had been operating. The policy is still a draft because it has not yet been officially approved by the Library director and board of trustees. However, it has been approved by the Reference Department, and after her initial review, the Library director has given her tentative approval.

The policy itself is a mixture of procedure and policy. The heart of the document is the section on page two under "Reference Assistance." The policy states that Reference

librarians have basic familiarity with the electronic products and will assist users in getting started with a particular product.

Reference service for government CD-ROMs is limited for two reasons. First, I have found it impossible to provide in-depth training for 14 librarians on every new CD-ROM that we receive. Even when I have the time to conduct training sessions, I have found that if they do not use the CD-ROMs on a regular basis, the other librarians do not remember the training that they have received. Second, we are simply too busy at the Reference Desk to be able to spend more than a few minutes with each user. To compensate for the limited assistance that the Reference staff is able to provide, I have created step-by-step user guides explaining how to use the government electronic products.

Since the provision of online information is covered by our Reference Department policy, it is not included in this policy. We do not yet have public access to the Internet or any online service. Reference librarians will search Dialog, government bulletin boards such as the Economic Bulletin Board, or the Internet in response to reference questions that cannot be answered by in-house materials.

In conclusion, I would like to note that the East Brunswick Public Library is a very service oriented library and that this policy would not preclude librarians from providing additional assistance to users of electronic products when time allows.

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## **EAST BRUNSWICK PUBLIC LIBRARY REFERENCE SERVICE POLICY FOR ELECTRONIC GOVERNMENT INFORMATION**

As a depository for United States government publications, the Library receives a wide variety of statistical and textual information on CD-ROM and floppy disk. The majority of these electronic products are available for use on two workstations located in the Business Reference section of the Library. The workstations are available to all library users.

### **Workstations and Software**

CD-ROMs and floppy disks that include their own retrieval software are installed on at least one of the two available workstations. One workstation is equipped with a laser printer, and the other one has a wide carriage dot matrix printer. The most popular electronic government information products such as the 1990 Census of Population and Housing and the National Trade Data Bank are installed and available for use on both workstations. Because of the limitations of hard disk space or requirements of some products for specific types of printers, some products are installed on only one workstation. If another person is waiting, workstation sessions are limited to 30 minutes per user.

Each CD-ROM is housed in a six CD-ROM magazine for use with the minichanger CD-ROM readers. For security purposes, none of



the Library's CD-ROMs are kept in the workstations. Users must request the electronic product of their choice at the Reference Desk and leave either their East Brunswick Public Library card or drivers license with the Reference staff while using the CD-ROM magazine or floppy disk.

To facilitate selection and use of electronic information products, menu software has been added to each workstation. Having acquired the appropriate CD-ROM magazine or diskette from Reference desk staff, users may select the product of their choice by simply typing its letter designation from the menu. The menu software will activate the product and its retrieval software.

Some government CD-ROMs and diskettes require the use of commercially produced software to access, display, or manipulate data or text. Software such as Lotus 1-2-3, WordPerfect, and d-Base will be made available on the Reference workstations only for use with the electronic products that require them. Those who wish to use this type of software for other purposes must make arrangements to use it on one of the personal computers located in the Media Services Department.

### **Printing and Downloading**

Although there is no charge for printing, users wishing to copy more than 10 pages of material are encouraged to download data and/or text to a floppy disk. Both workstations accept either 5 1/4" or 3 1/2" diskettes. For those who supply their own diskettes, it is recommended that they format the diskettes for use with the computer at the workstation at which they are working. Formatting will be done automatically by selecting Floppy Disk Maintenance and then Format a Disk from the main menu on each workstation. Pre-formatted diskettes are available for purchase at the Media Services Desk. After downloading is completed, users may check their diskette to ensure that the desired material is now on the diskette by again selecting Floppy Disk Maintenance and then Check Floppy Disk from the main menu.

### **Reference Assistance**

Reference librarians have basic familiarity with the workstations and electronic products. Librarians will assist users in loading CD-ROM magazines and diskettes, help them select the desired option from the main menu, and provide guidance in getting started with a specific product. The amount of time that a reference librarian can spend assisting individual users is necessarily limited by the needs of other Library users.

To provide additional assistance in using electronic government information, the Documents Librarian creates user guides containing step-by-step instructions for using specific CD-ROM and diskette products. These users guides are located in binders next to the workstations. In order to make new electronic information products available to the public as soon

as possible, CD-ROMs and floppy diskettes will usually be installed on the workstations before library-created user guides are available. To assist users with these new products, any documentation supplied by the government agency that produced the CD-ROM or diskette will be made available in the user guide binders.

Users who require assistance beyond that provided by Reference staff may make an appointment with the Documents Librarian for additional instruction in the use of a specific product. No instruction is provided by Reference librarians in the use of commercial software except as needed to access data on the government electronic products. User manuals for commercial software are available at the Media Services Desk and in the circulating collection.

For Library users who require "ready reference" information contained in one of the electronic information products, Reference librarians will search a specific product for short factual information and provide a printout to the requestor. Users may make such requests in person or by telephone at the Reference Desk.

#### **Circulation of CD-ROMs and Diskettes**

Electronic products currently installed on any Reference workstation are not available for circulation. However, some of the Federal government electronic statistical products require specialized commercially produced software to access and use the data. When the Library cannot supply the software to access a CD-ROM in its collection, it may be made available for users to borrow for use at home or other locations. Previous editions of some CD-ROMs or diskettes also may be made available for home or office use. Users interested in borrowing government electronic products must make arrangements to do so with the Documents Librarian.

\*This policy has not yet been approved by the Library Board of Trustees.

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**Recommended Reading Prior To Developing a Service Policy for  
Electronic Government Information**

Aldrich, Duncan. "Electronic Corner: CD-ROM Software & User Assistance, (Parts 1, 2, 3)." Administrative Notes, July 31, 1991; August 15, 1991; August 31, 1991.

Ryan, Susan M. "CD-ROMs in the Smaller U.S. Depository Library: Public Service Issues." Government Publications Review, May/June 1992, pp. 269-278.

Ryan, Susan M. "CD-ROMs in U.S. Depository Libraries: A Survey of Hardware, Software, Staffing, and Service." Government Publications Review, September/October 1993, pp. 495-513.



# Developing a Service Policy for Electronic Products

Leone Johnson  
Minneapolis Public Library  
Minneapolis, MN

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The Minneapolis Public Library serves the whole state of Minnesota, but primarily serves the Minneapolis-St. Paul Metropolitan Area of 2,500,000 people. The library has a collection of over 1 million, not including documents, which number about 800,000 items. We are a 78% selective with the regional in the same city. We have a non-circulating collection, which means we are the library of last resort in many cases. We celebrated our centennial as a depository in 1993, and we keep most documents beyond the five year limit. The Documents staff consists of 2 full-time librarians, 1.4 library assistants, and 2 full-time clerical. Last fall, we were combined with the Technology and Science Department, which has 5 full-time librarians and 5 full-time clerical. In 1993, the Documents Department answered 62,242 questions of which 61% were reference. The Technology and Science Department answered 276,977 questions, 48% of which were reference. The Documents Department did a Marcive retrospective tapeload last year and we are continuing current service.

Documents has two public workstations, a 286 with a single disc CD changer and a 386 with a Pioneer 6-disc changer. We have 28 usable CD titles and 5 which are unusable due to lack of software or hardware.

The public has no access to Internet so far, although the library plans access this year. We don't know what the extent of access will be. The staff has access through the University of Minnesota. The Documents staff

has not explored the use of electronic bulletin boards for reference work as yet.

The Technology and Science Department has housed the patent depository since that program started. There are two CASSIS machines and one APS machine. We do not do patent searches for patrons.

Our department's major electronic reference problem is the computer patron who is not self-sufficient, either by choice or because he or she has never used a computer before. The patent area is known to the aides as the Black Hole, because if the librarian on duty goes there to help someone, he/she inevitably is there 20-30 minutes. The other desk librarian and the aide are left to handle all the other questions. The same type of thing can happen with the NTDB or Census discs. The result is that the majority of patrons can be shorted so that a few others get the help they need.

We are currently following reference guidelines and online searching guidelines. Online searching guidelines limit free searches to eight minutes or \$30. It is up to the librarian to decide if a search is appropriate. Searches do not have to be done immediately. Any other situations are referred to our fee-based service, Inform. Online searching guidelines, although they exclude CDs, can work for CD reference, particularly for phone questions, by deferring the question to a less busy time.

The reference guidelines address the difficult and/or lengthy reference question by suggesting that the librarian get the patron started on the search process, return to the reference desk, and later check on the patron's progress. For a CD patron, this would mean determining which CD to use, doing a brief explanation of screen options, and giving the patron a manual or search sheet if possible. After some time back at the reference desk, the librarian would check on the patron. If the patron does not want to use the computer and the question falls outside the online searching guidelines, the patron would again be referred to Inform.

Our reference guidelines, and probably those of other libraries, are meant to cover answering reference questions using any type of media. Staff and some patrons equate electronic reference source and paper sources, but most patrons think of electronic sources as a special case requiring special help. Until the general public is really comfortable with computers, libraries may need specific electronic service policies to give fair service to all patrons.



# Developing a Service Policy for Electronic Products - Summary of Remarks

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Most libraries have a service policy that outlines the range, type, and limits of service that can be provided by the public service staff. Many libraries have found these policies to be helpful. Given the rapidly changing character of electronic government information dissemination, however, I wonder about our ability to develop a written electronic service policy that is not a "Fear of Service" policy.

My dissatisfaction with traditional policies is that they frequently outline how long or how much service we will provide without recognizing the individual needs and skills of our patrons and our own staff. Our skills in using electronic sources of government information change every day. Our staff may be able to provide assistance in using sources tomorrow that we considered impossible or difficult to do only a few days ago.

Honest and direct communication with library patrons about our library resources and staff knowledge of these specialized resources is much more helpful to them than quoting from a policy. Since our goal is the highest possible level of service, we are often able to combine talents with patrons to provide the answers that they need. Sometimes patrons know more about software or applications than we do. The old adage of "two heads being better than one" applies to patrons and staff, as well.

If our experience with a new electronic product is limited, we explain that to the patron. We also share with them our willingness to learn and to be as helpful as we can be. If we cannot help, we try our best to refer them to others who can.

One other way we help patrons with electronic access is to circulate the "electronic products" for which we do not have the needed hardware, software, or expertise. We designate new electronic products as reference (the current NTDB, Missouri Census, etc.) or circulating, negotiating the length of the loan with the patron.

We have had many requests for the handouts and policies that we use with our Electronic Atlas. We do not have any! We work with patrons, we help them learn to use Windows or ArcView or to understand Census geography. We conduct lengthy reference interviews. We print maps for them and reprint them when they change their minds. None of these transactions would be helped by detailed policies or handouts.

Service policies do not train staff, add memory to your computer, or solve software problems. A service policy explains what services your library provides. If you decide to write an electronic service policy, that is all that you will have.



# Status of Current Legislation Affecting the Federal Depository Library Program

Susan Tulis

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It is a very exciting and frustrating time to be involved in the information arena. Sort of like riding a roller coaster at the amusement park, with all the ups and downs, and twists and turns. As Sheila mentioned, I am to give a status report of the current legislation affecting the Depository Library Program (DLP). I would like to expand that slightly to discuss legislative and other governmental activities that could impact access to government information.

First of all, to be conversant in this arena you need to know a few key buzzwords—restructuring, reinventing government and NII or National Information Infrastructure.

I certainly don't need to give this group a lecture on how the Depository Library Program came to be or point out that it is perhaps the longest-running, most cost-effective and successful program ever enacted by the Federal government. But we are certainly at a crossroads. Various legislative initiatives regarding the Depository Library Program and government information are challenging all partners in this information alliance. The status quo will not remain. Change in the program is inevitable. What change remains to be seen. But I can at least paint the legislative and regulatory landscape for you.

## National Performance Review (NPR)

Jay Young has already mentioned the National Performance Review (NPR), the report aimed at making government work better and cost less. The library and information community saw the report as having the potential of impacting us in numerous ways. One red flag that many libraries saw in the NPR was the contention that the Government Printing Office (GPO) has a monopoly over the printing of publications by executive branch agencies. The report suggest that there needs to be competition between GPO, private companies and the Federal agencies' in-house publishing operations. There are many of us who believe that this does not take into account that more than 70% of government printing is actually contracted out by GPO, which certainly stimulates, rather than impedes, competition for the printing dollar.

The report goes on to recommend that executive branch agencies be responsible for distributing Federal information to depository libraries. The shift of GPO printing to the executive branch could impede GPO's ability to acquire, and thus make available, government information to the 1400 libraries in the depository program. Without a centralized system of dissemination, it is conceivable that more material would fall through the cracks. The NPR also called for the depository system to be shifted to the General Services Administration (GSA).

## H.R. 3400

The follow-up to the NPR was the introduction of H.R. 3400, the Government Reform and Savings Act. While this bill as a whole was far-reaching and impacted on a wide array of government programs, the library/information community was concerned with Title 14 of the bill, which calls for sweeping changes to the current system which disseminates Federal government information.

The House moved very rapidly on this bill. The short version of the saga, and let me tell you it was a hectic few weeks, is that H.R. 3400 was approved by the full House right before Thanksgiving with a revised Title 14. This fast-track method was incredibly frustrating to many--no hearings were held, it was hard to get input from affected constituencies or to recommend changes to the bill. The revised Title 14 leaves the printing responsibilities of GPO within the Legislative Branch, but calls for the Superintendent of Documents to move to the Library of Congress.

The Senate, on the other hand, has been addressing this bill in a much more open and deliberative process, holding hearings on the bill in February, as well as having a technology demonstration in March. Many of us heard from Jim King, speaking for Senator Wendell Ford, this past Monday night that the Office of Management and Budget (OMB) is working with the Senate Rules Committee to iron out the differences in Title 14 of H.R. 3400. There is agreement at the staff level on a number of principles, but this now has to go beyond the staff level for approval. They hope to have substitute language out by the end of May.

Mr. King outlined the guiding principles they were operating under:

- 1) the need for a locator.
- 2) that the most significant costs will not be for hardware, software or even communications, but rather training.

- 3) standards and common protocols must be established and used.
- 4) efficient and effective search tools are needed.
- 5) accountability and monitoring structures are needed.
- 6) while competitive procurement is good, common sense should prevail on small orders.
- 7) the period of availability for online information needs to be addressed; there is a growing need to economically store data in a central locator so people can access it.

Mr. King also mentioned that he does not see librarians as the toll-booth operators or speed-traps on the information superhighway, but rather the AAA (American Automobile Association), offering assistance, providing trip-tiks, etc.

## Other Legislation

There are a few other pieces of legislation that you should be aware of. In late December, the Joint Committee on the Organization of Congress issued 3 reports on the hearings they had been holding, as well as draft legislation. That legislation has been introduced as S. 1824 and H.R. 3801. Hearings on these bills have been underway and will be continuing. I won't detail all of the recommendations that appear in these bills, but I would like to highlight those that could impact information access and dissemination. Included are such things as:

- significantly improving the availability of legislative information to members, the public and the media by, among other things, having legislative documentation be accessible on computer to all Congressional offices and through databases to the public.
- take significant steps to improve the public's understanding of Congress and the legislative process.

- have the government support agencies which include CBO, CRS, GAO, OTA, and GPO, no longer permanently authorized. Instead they would be reauthorized on an 8-year cycle beginning in FY 97.
- coordinate legislative branch services to minimize duplication and to assess the feasibility of opening such services to competitive bidding by the private sector.
- the House recommended abolishing the Joint Committee on Printing (JCP) and the Joint Committee on the Library (JCL) and transferring the functions to a Joint Committee on Information Management.
- whereas the Senate wants all joint committees abolished and the responsibilities reassigned to standing House and Senate committees. JCP's oversight responsibilities would be moved to Senate Rules and House Administration and JCP's administrative responsibilities would go to Public Printer.
- the Senate also recommends the "reform" of government printing through the establishment of 3 deputy public printers, one for each branch of government.

Two other bills, S. 1843, introduced by Senator Dole, and H.R. 3721, introduced by Representative Andrews of Texas, contain Title 14 of H.R. 3400 as introduced.

Lastly, I bring to your attention a GAO report and a recent Justice Department ruling. The report is entitled "Government Printing: Legal and Regulatory Framework Is Outdated for New Technological Environment" (GAO/NSIAD-94-157). This report addresses three issues related to government printing operations. First, it considers management issues that result from current technological

advances in the publishing environment and comments on the relevancy of existing laws and regulations. Second, it attempts to compare the respective costs, prices, services, and operations of the Government Printing Office and the Defense Printing Service (DPS). Third, it tries to determine whether DPS is complying with laws and following regulations and congressional guidance on government printing operations.

The Justice Department ruling was issued on April 7, 1994 in response to a question posed by the General Services Administration as to whether or not Title 44 of the US Code applies to duplication. The short answer by the Justice Department is no. The problem with this ruling is that it only addresses the printing technology and not how it relates to access and dissemination. As agencies use more sophisticated duplicating technology, this ruling could be used as a justification for agencies not going through GPO, thereby creating more fugitive publications.

### National Information Infrastructure

I would now like to focus on the NII or the National Information Infrastructure. What about this information superhighway that the Clinton Administration says is to link every public and private institution and eventually households to computer networks capable of transmitting vast amounts of text and video data at lightening speeds?

The Administration has made it clear that the role of the government will be a limited one in building this highway. The general consensus is that the private sector will build this highway and that government support will be in the area of funding research and providing grants to get more users on the data networks. One way this will be accomplished is through the NREN Applications bills. These bills have stimulated new activities and expectations, as well as uncertainty from the library, education, and research communities regarding how these applications and uses



may fit in the emerging information infrastructure.

There are three bills you should be aware of:

- **H.R. 1757**, the Boucher bill, (High Performance Computing and High Speed Networking Applications Act, now entitled the National Information Infrastructure Act of 1993) did pass the House on July 26th. Important because it authorizes \$1 billion from FY 94 through 98 in a multi-agency effort to complete the nation's grid of data networks. The money would be used to set standards, finance R&D for faster, higher-capacity computer links and to help schools, libraries, health-care facilities and government agencies hook up to the networks. Note: this is NOT newly authorized funds; money comes out of existing authorized funds.

- **S. 4—National Competitiveness Act**, introduced by Senator Hollings, passed the Senate on March 16, 1994, after several days of sometimes contentious debate over industrial policy. The library and information community are concerned with Title 6 of S. 4, the "Information Technology Applications Program Act of 1994." The Senate-passed version of Title 6 would authorize advanced computing and networking technology applications in education at all levels, digital libraries, manufacturing, government information, energy and health care. In the area of government information, consultation with the Superintendent of Documents is required. Research and training programs would be authorized, including training of librarians, and for librarians to train the public. A connections program would help connect educational institutions, libraries, state and local governments, and depository libraries to each other and to other networks.

The bill would also create the National Research and Education Network Program with 4 components:

- 1) R&D,
- 2) support of experimental test bed networks,
- 3) provision of support for research, students, libraries, and others to ensure access and use of networks, and
- 4) Federal networks for linking agencies to each other and to non-Federal networks.

Funds are to be used for commercially available communications networking services, or for customized services under certain circumstances. However, the earlier restrictive language to which library and other groups objected was removed in a compromise version worked out earlier among interested parties. The Title 6 applications areas in S. 4 are more abbreviated than the comparable language in the House-passed H.R. 1757 (Boucher bill), but are expanded from the extremely brief version proposed at one point by the Clinton Administration.

Title 6 of S. 4 also includes a section authorizing support for state-based digital libraries. The National Science Foundation (NSF) is to work with the Superintendent of Documents on this competitive merit-based program based on Sen. Kerrey's bill, S. 626, the Electronic Library Act.

- **H.R. 2639—Telecommunications Infrastructure and Facilities Act of 1993**, introduced by Rep. Markey, was approved Nov. 8, 1993. It is important because it authorizes \$100 million in FY 95 and \$150 million in 96 for Federal grants for electronic superhighway pilot projects. This bill would promote the application of advanced telecommunications in rural areas and in hospitals, museums and libraries.



## Telecommunications Legislation

And with that, I have a nice segue into the Telecommunications Legislation. In addition to everything else, rethinking and restructuring the Nation's communications laws is taking place. There are three bills currently before Congress that we should keep an eye on. You might be wondering why I am even mentioning them. The truth of the matter is that as more and more mergers take place and the lines blur between the telephone and cable companies, this could impact the services available on the information highway and who gets access to what and at what cost.

These bills all relate to the regulations surrounding the 7 regional Bell operating companies (also referred to as "Baby Bells" or RBOCs). The RBOCs want the restrictions surrounding their entry into the long-distance market place removed so they can enter into other endeavors such as offering cable television service within their market areas. Federal legislators are also looking at rewriting the 1934 Communications Act as well, which called for the telephone company to provide "universal service" to the public. Universal service with regard to the information superhighway is essential and that definition has not been worked out.

The first bill is:

- **H.R. 3626**—Antitrust Reform Act of 1993, introduced by Congressmen John Dingell (D-MI) and Jack Brooks (D-TX). The bill would gradually ease restrictions on the RBOCs so they could enter the long-distance and manufacturing sectors. Two different versions of H.R. 3626 emerged on March 16th from the Energy and Commerce Committee, chaired by Rep. Dingell and the Judiciary Committee, chaired by Rep. Brooks. The Judiciary Committee's version would require the Bell companies to secure Justice Dept. permission before entering into long-distance markets.

The second bill is:

- **H.R. 3636**—National Communications Competition and Information Infrastructure Act of 1993, cosponsored by Rep. Markey (D-MA) and Rep. Fields (R-TX) which would allow cable and telephone companies to compete in each others' lines of business. H.R. 3636 includes safeguards to prevent the phone companies and the cable providers from holding monopolies in their particular service areas.

Section 103 of H.R. 3636 would add a new section to Title II of the Communications Act titled "Telecommunications Services for Educational Institutions, Health Care Facilities, and Libraries" which calls for the Federal Communication Committee (FCC) to promote the provision of advanced telecommunications services by wire, wireless, cable and satellite technologies to educational institutions, health care institutions and public libraries.

As revised by Rep. Markey's Subcommittee, the section would require a nationwide survey of the availability of such services to these institutions. The results are to be publicly released within a year of enactment and updated annually. Unfortunately, educational institutions are defined as solely elementary and secondary educational institutions and the term "public libraries" is not defined.

The third bill is:

- **S. 1086**, Telecommunications Infrastructure Act of 1993, introduced by Sen. Inouye (D-HI) and Sen. Danforth (D-MO), would, in essence, guarantee telecommunications companies equal access to local telephone networks. The bill provides that the public should have universal access to telecommunication services and equipment. It also eases cross-ownership of cable and phone companies.

I would now like to move from talking about specific pieces of legislation to activities within the executive branch. An **Information Infrastructure Task Force (IITF)** was created last year to coordinate Executive Branch policy and implementation efforts in support of the Clinton-Gore technology policy announced in February 1993. IITF is headed by Secretary of Commerce Ron Brown and operates under the auspices of the National Economic Council in the White House.

The IITF is divided up into 3 committees, with various working groups under them:

### 1. Applications and Technology

**Committee** is working to coordinate Administration efforts to develop, demonstrate and promote applications of information technology in: manufacturing, health care, government services and libraries. There are two working groups under this committee—Government Information Technology Services and Technology Policy.

### 2. Information Policy Committee

This committee is addressing information policy issues requiring consideration if the NII is to be "fully deployed and utilized." The working groups under this committee are Intellectual Property Rights, Privacy, and Government Information. The Government Information Working Group has been holding Electronic Media conferences to train Federal employees on how to disseminate information electronically. They have also been involved with the development of the Government Information Locator Service or GILS. A draft report on GILS is being circulated for review. According to the draft report:

GILS would supplement but not replace other commercial or agency information dissemination mechanisms by identifying public information resources throughout the Federal government, describing these resources, and providing assistance in obtaining information. . . . The public would be served by GILS directly or through intermediaries such as GPO, NTIS, Federal Depository Libraries and other public libraries.

On-line access to GILS would be via kiosks in malls, 800 #s, electronic mail, bulletin boards, fax transmission and through off-line media such as floppy disks, CD-ROM and printed materials. GILS locator information would be accessible on public networks without charge to direct users.

Lastly there is:

### 3. Telecommunications Policy

**Committee**, which is addressing telecommunications issues. The Working Groups here are International Telecommunications Policy, Universal Service, and Network Reliability and Survivability.

I should also mention that there are subgroups and task forces within all of these, but I will not go into the fine detail. If you are interested, see me later.

In addition, there is now the **NII Advisory Council**, established at the end of 1993. It consists of 27 individuals representing business, labor, academia, public interest groups and state and local governments, who will advise government officials on how this superhighway should be formulated. A library educator, Dr. Toni Carbo Bearman, head of the Library and Information Science School at the University of Pittsburgh, was selected to be part of this Council. Bearman also headed the National Commission on Libraries and Information Science for a number of years in the mid 1980's. The Advisory Council meets on a regular basis and if I have the schedule correct, their next meeting is Monday, April 25, 1994.

Some other activities that I would briefly mention—it is important that we follow the activity on the interagency agreement between GPO and NTIS that was mentioned yesterday. Issues dealing with the Paperwork Reduction Act should be resurfacing, as a hearing is scheduled on one of the PRA bills for May 19th. The Bauman Foundation, with the encouragement of OMB and cooperation of the President's Council on Sustainable Development, has undertaken a government

information initiative designed to identify what the community needs to know and where there are gaps, in terms of public information, in this knowledge. The Clinton Administration calls for public access to government information, but there are no real concrete plans for how to make that commitment a reality. Patricia Bauman, in an interview with the Electronic Public Information Newsletter, states that "this project would deliver to the IITF a do-able package that would move the NII in the right direction." She goes on to say that "today there is a window of opportunity to solidify the policy of active dissemination of information to the public; to make such dissemination be the normal way of doing things; in effect to change the culture of information policy in the government." A series of papers have been outlined for this initiative, with drafts due for a June meeting.

As I said in the beginning--it is an exciting and hectic time. So where are we as government information professionals in all of this? It is time for libraries and GPO to enter into a renewed partnership with the common goal of providing universal access to all formats of government information. We have a window of opportunity for expanding the role of the DLP that must not be missed. This is the time for aggressive proposals that would increase funding for the DLP, including grants for depository libraries and digitizing print documents. It is inconceivable that there is not a role for the DLP in the NII. Defining that role must be given high priority. We all need to be active participants in defining this role.



# The Internet and Academic Libraries

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## Introduction

A quote comes to mind when thinking about this topic: "Angels and ministers of grace defend us." Speaking on the Internet in the academic library provides one with the opportunity to sink into a vast ocean and drown. There are many sizes of boats afloat in the ocean of Internet advice. I hope my contribution will provide a small, seaworthy dinghy on which we can travel.

## What is the Internet

Today I will be talking about the Internet as we know it now, not as it may be tomorrow. Today the Internet consists of networks able to interact one with another by using the same communication protocols. Uses of the Internet range from e-mail and discussion groups to accessing remote computers, locating and retrieving information via a number of packages including Gopher, Mosaic and FTP. Learning to use the system effectively, integrating that use into everyday service, and teaching it are among the many challenges faced by academic libraries and librarians.

The Internet has arrived. There are newspaper articles about it, or involving it, nearly every day. In the library literature the Internet appears with stunning regularity; articles on Gopher, articles on FTP, articles on MOSAIC, articles on Telnetting, articles on World Wide Web. I have decided to focus on what I see as the four most basic Internet

issues I see facing academic librarians and academic libraries. How we learn it. How we use it. How we teach it. And how we should be influencing it.

## Learning

Very few of us working in libraries today have had "formal" Internet training. By formal I mean in school, in a classroom setting. Some of us have taken courses sponsored by library associations, our libraries, a network, university, or even over the Internet itself. However, most of us have learned, or are having to learn, the resources of the Internet on our own. When I was first approached about speaking today one of the comments was, "You seem to be someone who learned the Internet on their own." I'm not sure "learned" is exactly right, "learning" is probably more truthful. But it is true that I have no formal computer training. In fact, believe it or not, I was one of those people who swore she would never use a computer. I thought it might be helpful to talk about how I "learned" the Internet.

## The JMU experience

At James Madison University we have had several things going for us from the start. First, we have had administrative support. Our University Librarian has supported for developing Internet skills and has worked to provide adequate resources. Secondly, we had an initial catalyst: in our case an

individual, a former head of Reference, Ralph Alberico, who was familiar with the Internet. He created a day-long workshop to introduce us to the various facets of the Internet and took time to work with us individually. Finally, we have been encouraged to explore and experiment. Time on the Internet "playing" is not considered wasted time, but time used to develop a new and useful professional skill. The Internet is not just a communication tool, or a toy, but a concrete addition to our professional work.

Personally, I found that by using the handouts Ralph had provided, reading what manuals I could scrounge from JMU's Office of Information Technology, and calling the Help Desk and asking odd questions, I could begin my voyage on the Internet. I started with the basics and worked my way up. I attempted to access not only listservers and sites pertinent to documents but also to my own personal interests. We know that students are more likely to retain what we teach them if they have a special interest in doing so. I think we're exactly the same. So I learned listservs by joining GOVDOC-L and SHAKSPER (a listserver devoted to Shakespeare). I learned telnetting to libraries while searching for materials on Shakespeare in performance. And I learned FTP and uncompressing files while retrieving a recipe book for home brewed beers. This all took time, usually weekends when I would come in and hide in my office. There were many false starts and disasters. I was dumped, cut off, had trouble with screens and occasionally found myself so stuck that the only solution was to turn off the machine. But, eventually things got easier. Altogether it took about two to three months to get fairly comfortable with e-mail, listservs and FTPing. Gopher arrived on my campus only fairly recently, a new opportunity for growth.

### **Learning Patterns**

There seems to be a learning pattern to the Internet. First one learns how to e-mail an individual. Secondly, one uses listservs.

Thirdly, one Telnets to remote computers generally starting with libraries, they're relatively user friendly and don't kick up much of a fuss if you type the wrong thing. Gopher Mosaic seem like a fine fourth step. And FTP, with its clunky language, is a final step in the chain.

### **Learning Styles**

Each of us has our own preferred means of learning. Currently you have to be a self starting individual to learn the internet. The burden is on you to find the means to learn the Internet in a style in which you are comfortable. You may be like me, an independent learner who explores on her own. We need little organization, just a computer, a few books, and some ideas of what to find. If you work better in a small group or workshop setting, try organizing one for you and your colleagues. Watch the offerings of your state library association. I see frequent offerings of Internet workshops, or Internet tours. Local workshops or cross-training within your institution can be most useful and less threatening. At Carrier Library we do a fair amount of cross-training. Last summer and fall we held a series of workshops on computers and electronic resources. Our computer support person provided a session on basic DOS commands, we had sessions on e-mail, listservers, Gopher and FTP. I co-taught a session on the NTDB and Census on CD-ROM. This series of workshops helped us hone our skills and develop new ones. At the completion of the series of workshops we had a notebook with handouts and articles on various subjects covered.

### **Tips**

Keeping a notebook is most helpful. It can be formal and organized as our "Tswana" notebook is, or a personal collection of helpful materials, locations and tricks. It can be in print or electronic. I have accumulated all three, though I tend to refer to my personal



notebook most frequently. It looks disorganized, and is to everyone else, but I can locate what I need fairly quickly. Don't be afraid to ask questions. Personally, I've experienced little negative reaction to my Internet questions. In return I've attempted to be open to helping others when they've come to me. Finally, practice, practice, practice. Take time to "play" on the Internet. Set yourself assignments, use questions you've gotten to stimulate your exploration and then boldly go.

## Using

Until recently, by far and away the most common use of the Internet was for communication. It continues to be the most common use made of the Internet each day. We send private e-mail, we participate in listservs, organize conferences and plan trips. But slowly, as products have appeared which allow a little more organization of the material available on the networks, we have begun to use the Internet as a ready reference source and perhaps even a supplement to our local collections. I say a supplement because there is still a way to go before I see the Internet as a complete replacement for local materials. There are a number of reasons I believe that this is true. The major problem is locating materials on the Internet. Another concerns our patrons' ability to access those materials and our ability to service that type of remote collection. Finally, there is the problem of the volatile nature of information on the Internet.

## Supplement to Local Collections

As a supplement for local collections the Internet can be ideal. The Internet provides access to materials an academic library may already own but provides them in a format which can be delivered to the patron. It provides an alternative when materials are off the shelf. It also provides a means to access materials the library may not own or wish to purchase. Many resources on Gophers or FTP sites are duplicates of existing printed

material. It is very useful to be able to access the CIA World Fact Book, for instance, when ours goes missing. The electronic format also provides us with a more flexible way of delivering the material to our students. So, for instance, someone can search the full text of the Clinton Health Plan rather than paging through it.

The most exciting supplementing of local collections occurs when a library can access materials not generally collected. I use Gopher heavily for international materials, for instance, especially materials from the United Nations. I also use it for determining the status of Federal bills, and identifying the location of documents at my neighboring depositories. All of these resources were available to me to some extent before the my use of the Internet, but not as readily. Of course, there are unique resources on the Internet for academic libraries to take advantage of. New databases appear almost weekly, some more useful than others.

## Challenges in Using the Internet

The greatest difficulty in using the Internet for any of these purposes is identifying the location of useful information. I wish I could say that there is an easy way to keep up with what's where, but so far there just isn't. We must rely on programs such as Gopher, Archie, Veronica, WAIS and World Wide Web to help us when we start our searches. We must rely on individuals such as Blake Gumprecht of Temple University to generously share their research with us and ensure that we give them credit where credit is due when we use their resources. We must read or scan a variety of printed journals and subscribe to listservs. My notebook, which I mentioned in relation to learning the Internet, is one of my tools. Over the years I have copied, noted and downloaded a variety of Internet information in my field and of personal interest. My comfort, when contemplating this vast resource, is that I don't know all the reference sources in my reference collection either. It's actually not

much of a comfort. I've been working with the reference collection far longer and am far more familiar with it than I am with the Internet. But it has taken time to learn those resources and even then there are gaps. Just ask me an accounting question and see what happens.

### **Reference Service**

I think there are currently two methods of Internet reference service. One is to get the material and e-mail it to the patron (if they have an account) or print out the material on the spot. The other, used more frequently for larger text items and more complex searches, empowers the user. One gives the patron directions to the appropriate Internet location (usually a Gopher) and then you send them off to try for themselves. The second method has the advantage of introducing a client to the Internet but requires that the client have Internet access and some computing experience. I'll address teaching the Internet in a minute. The first has its own attractions, such as speed and efficiency. We must determine the appropriate times to retrieve and the appropriate times to teach, just as we have with more traditional reference sources.

### **Volatile Nature of Internet Information**

The Internet is a volatile environment; information comes and goes as systems operators work with the pressures and demands of their local systems. There are few guarantees that what you find today will be there tomorrow. We have all had the experience of locating information at a site only to find upon returning there that the information no longer exists. Sometimes the problem is not that the information is not there but that it is so out of date as to be useless. Some Internet sites are more stable than others. I must note that there are many excellent Internet sites. You find them by exploration, chance or "word of mouth." Working with the Internet, exploring sites and establishing favorite Gophers will help

librarians navigate the internet with more assurance.

### **Teaching**

Academic librarians are faced with a number of issues in teaching the Internet. They are: the level of computer literacy among our clientele; who on campus should be teaching our students and faculty Internet skills, and how we add material to already crowded library instruction sessions.

### **Levels of Computer Literacy**

Computer literacy among our patrons is a serious problem. Most classes in an academic library instruction session will include a few individuals who are completely at home on a computer. Some in the class will know basic word processing and maybe how to send an e-mail message. And finally, there are those who have had really very little contact with computers of any description and for whom the online catalog is a challenge. We have all been with having to teach both how to log onto our mainframe and how to effectively use Gopher in the same one hour session. This problem becomes even more difficult when one cannot assume basic familiarity with a computer terminal of any kind.

I believe that only time will solve this problem. For now, some of us talk with the professor before library instruction and advise them that we will expect all the students to have VAX accounts and be able to use e-mail (as a basic skill). Some of us have moved to using two sessions, one for teaching skills and one to examine sites. I don't see this problem disappearing anytime soon. We will continue to have a variety of literacy levels in any class for the foreseeable future.

## Computing Center or Library?

The issue of who on campus should be teaching the Internet is an interesting, and sometimes a political one. There are aspects to Internet access such as hardware and software support which exist as areas traditionally served by a computing center. Other questions, such as locating subject specific material and identifying useful information are roles the library has traditionally played. At JMU our answer is still somewhat mixed though we moving in a direction. Our Office of Information Technology provides technical support and creates handouts on using the Internet via our mainframe. The library teaches faculty and students in the art of identification, analysis and retrieval of information on the Internet. Even as I say that I know that the boundaries are not entirely clear. The lack of "boundaries" and clear goals create the political issues which are frequently issues of turf. Recent reorganization of the Office of Information Technology at JMU and the merging of parts of its service function with the library into a new campus entity entitled Integrated Learning Resources and Technology presents us with whole new challenges.

## Yet Another Tool To Teach ...

Access to the Internet does not mean that we will stop teaching all of the other tools we teach including other new technologies such as CD-ROM. This new tool must be added onto our general library instruction. Of course, we are adding it to an already full plate. As I've just mentioned, some of us have gone to several sessions. This is an option if you can convince the professor to give up that class time. Life can be easier if the faculty member specifies Internet resources they wish our students to learn. One can focus on the details of a specific resource or site. Scheduling sessions outside class is an option but I haven't had much luck with it, people just don't show up.

Perhaps the most painless way of integrating the Internet into our students' conception of library resources is by adding it to handouts. JMU's Office of Information Technology has created a number of handouts useful to our students and faculty which include Internet sites of interest. At the library we have begun to add them to our subject specific handouts with brief directions on how to get to the information. In general we recommend Gopher sites. This is not a radical addition to the instruction arsenal, but rather using a tried and true method for a new resource.

## Influencing

Academic librarians of all types have an enormous role to play in the growth of the Internet and its probable successor the National Information Infrastructure. We are the ones with the experience in all the areas needed to educate, inform and assist members of our communities and citizens in using this new information source efficiently. There are a number of specific areas in which we can use our individual time and talents to influence the existing network and the networks of the future.

## Information Management

Information management encompasses the collection, organization, retention and maintenance of information on the network. My greatest frustration in using the Internet comes from what it lacks. It lacks a direction for the creation of collections of electronic works, it lacks controlled access points, and lacks adequate retention and maintenance of information. These inadequacies prevent the Internet from functioning as a reliable replacement for the local acquisition of materials. Now there are Internet sites which are well organized, high quality sites. They've been created by highly motivated individuals or teams which I suspect included librarians. We must continue that involvement. Who is it that has been organizing and retrieving

information all these years. We have! We have an offer they shouldn't refuse: knowledge, experience and a vested interest in the outcome.

## **Education**

I've already talked about educating our students and faculty and the challenges we face. We must educate, and keep on educating, ourselves. Learning how to navigate the Internet is only the first step. We must continue to develop our skills, identify resources, and perhaps even create new locations or methods of retrieval. We must educate our students and faculty. This is an obvious step at the academic library but we, as the instructors, must remember that we are educating persons for their lifetime, not just their class time. We must educate our administrators. Now here's a real challenge. Not only administrators in our libraries, but those in academic administration and finance. We must teach them the value of the Internet, the requirements in hardware, software, and personnel for access, and they must see that they will get a return on their "investment" from us. However, we must be careful not to sell the Internet as a panacea. As I've said, the Internet isn't ready just yet to replace local collections, but used well we can sell it as a great supplement.

## **Policy**

We must have a voice in the creation and implementation of policy regarding the network and its future. This means watching for opportunities to participate in discussions, writing our congressional representatives to both ask for support and educate, and become a force on our local campuses as those who "know" the Internet.

## **Conclusion**

I have focused on the Internet today and how academic libraries can approach some of the challenges facing them. It is, I think, a rather conservative approach. I believe that the skills we have used in our profession to access, teach, serve and maintain traditional information formats will stand us in good stead over the next few years. There may have been a paradigm shift in information retrieval, but our patrons don't know it yet. I believe the bottom line in any library is serving our patrons. We have to meet them halfway in this brave new world and, with any luck, help them to float their own dinghies in the ocean of the Internet.

# Internet Resources: U.S. Government Information

**Maggie Parhamovich**

University of Nevada Las Vegas Library  
Las Vegas, NV

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Thank you for inviting me to address how to find Federal Government information on the Internet and show some Internet sources for government information. I would like to mention that I am not a "techie." Frankly, I am still trying to figure out how the light turns on when you open the refrigerator door! When it comes to the Internet, we are faced or "fazed" by an array of software, databases and various Internet tools named after cartoon characters. The current situation is confusing especially for beginning Internet surfers.

I point this out because you do not need to be a computer whiz to locate information on the Internet. I am encouraged by recent software developments which facilitate access to the Internet. The expansion of government gophers during 1993 has been phenomenal. But, we are not "there" yet, nor do I think we are close to getting to a user friendly environment on the Internet. I see continued rapid changes on the Internet and I am as anxious as you for that day when we can sit at a computer and surf through the Net as easily as we flick through television channels with a remote.

It is our role as librarians and information specialists which makes us ideal teachers and information locators for finding information on the Internet. I do not care how the information gets to where it is—just as long as I can find it when I need it.

I would like to raise some issues regarding government information on the Internet which can be viewed as "potholes" on the existing information highway. These "potholes" need development and analysis for developing policies.

## **Stability**

Currently government sites are not stable. Databases go down, change locations or suddenly go "non-public." The Food and Drug Administration had an excellent database which has been closed off to public access. [This database has returned to public access during May 1994 telnet://fdabbs.fda.gov login: bbs] Last weekend, I logged in to a NASA Internet site which was shut down due to lack of budget.

## **Timeliness**

Some sites are very current with timely information while other sites appear to be dead with outdated information.

## **Official**

Can the data and information on a government Internet site be considered official or is the paper copy the "official" copy?



## **Reliability or security**

As more government information is placed on the Internet, we need to have confidence that the data is accurate and has not been tampered with.

## **Availability**

Information must be available and accessible. LOCIS ([telnet://locis.loc.gov](mailto:telnet://locis.loc.gov)) is an excellent database but I am disappointed LOCIS has limited hours which restrict its use, especially for the western states. Some information is well covered on the Internet, but some Federal agencies have limited information on the Internet.

## **Preservation and Archives**

Who will maintain the archived data? When Census 2000 is released, will the 1990 Census still be available over the Internet? As print resources are replaced by electronic formats, we need to develop methods to preserve information for future reference.

What role will depository libraries play in the Internet or the NII? I do not know and I think we will be struggling with this issue for the next few years if not longer. As the NII continues to develop and move forward, librarians need to be involved in developing policy and legislation. As depository librarians, we need to be partners with government agencies in developing databases. As we heard yesterday, agencies are interested in our opinions and we need to provide feedback.

We need to teach our patrons how to use the Internet, just as we are teaching them how to use CD-ROMs. We have a unique opportunity with the Internet to broaden access to government information. We have an obligation to work with policy makers to

ensure equitable and free access to government information on the Internet. Our roles of being information locators for print formats should be expanded to include all government information regardless of format. In doing so, we can avoid the situation of "haves versus have nots."

I am often asked how I find information on the Internet, since the Internet lacks indexing, a thesaurus or standards among sites. I was fortunate to receive a fellowship to Canada, and while I was working for libraries in the Maritimes, Canadian librarians asked me for Internet help. The fellowship permitted the time necessary to put together a guide on locating government information on the Internet. During this time, I gathered information posted on several listserves as well as doing Veronica and Archie searches in order to find government sites. During early 1993, it was possible to do Veronica searches on the names of government agencies. It was fairly easy at first to find information on the Internet since the number of sites and amount of information was not nearly as great as today. Now I use several strategies to find good Internet sites which contain Federal information.

I try to browse the Internet once a week—I just sit and explore. Not only do I find interesting sites but it helps to maintain my Internet skills. The most difficult aspect of training on the Internet is time; but I set aside time just as I would for appointments. But I admit if my week is hectic I can not always keep my Internet time free.

One librarian told me recently she did not have time to "play" on the Internet. This is not "play time." We review print publications, we look at CD-ROMs to see if they are viable and will take time to familiarize ourselves with the software. The Internet is just the same. It is another information tool and we must allow ourselves the time to train and become familiar with it. I realize we are all busy and simply find it difficult to add another responsibility to our jobs, but this is not a frivolous activity. And



the Internet is just the beginning of the electronic revolution in the information industry which will affect the entire field of librarianship. As documents librarians, we are not alone in adjusting to the new technology.

In exploring the Internet, I have used Veronica and Archie but now there is so much on the Internet that I do not find these tools useful unless I am looking for a very specific item. I would not even attempt to do a Veronica search on NASA now.

A good way to find information is to monitor listserves. I have listed several listserves on the handout which are good in announcing new government Internet sites.

In addition to my guide, there are many excellent, topical guides to assist in locating information. Blake Gumprecht has developed a guide which lists specific texts and paths to government information. There are a couple of guides on business and an excellent guide by Lee Hancock on health information. All of these guides are listed in my handout.

I browse paper sources such as agency newsletters, computer magazines and trade publications such as Government Technology. Often agency publications provide guides to their databases or they announce new Internet sites. Trade publications help me to keep current with government information trends including state and local issues.

Basically, I keep my eyes and ears open in order to be aware of developments on the Internet. It is not easy to keep ahead of the Internet but together we can help each other in identifying and evaluating resources.

Most of you are familiar with LOCIS, Hermes, and FedWorld. I want to show you some other sites to give you an idea of the variety of information which can be found. I have about 16 examples today, so in order to see so many, I am utilizing overheads. All of these sites are listed in my guide on "U.S. Federal Government Information" which is listed on the handout and will be included in the ALA GODORT handout exchange this coming summer.

On many of government sites, there is usually a pointer to other government sites. Usually the pointer is to a National Science Foundation site. There is another site located at the University of California at Irvine which you may not be familiar with, and I would recommend adding this to your local gopher bookmark. It is PEG and it contains the most comprehensive list of government gophers. This is a sample page from the main menu.

Overhead #1

US GOVERNMENT GOPHERS

<GOPHER://PEG.CWIS.UCI.EDU>

United States GOVERNMENT Gophers

1. Call for assistance....
2. POLITICS and GOVERNMENT/
3. Definition of a "United States Government Gopher".
4. Federal Government Information (via Library of Congress)/
5. LEGI-SLATE Gopher Service (via UMN)/ /
6. AVES: Bird Related Information/
7. Americans Communicating Electronically/
8. Arkansas-Red River Forecast Center (NOAA)/
9. AskERIC - (Educational Resources Information Center)/
10. CYFERNet USDA Children Youth Family Education Research Network/
11. Co-operative Human Linkage Center (CHLC) Gopher/
12. Comprehensive Epidemiological Data Resource (CEDR) Gopher/
13. Defense Technical Information Center Public Gopher/
14. ERIC Clearinghouse for Science, Math, Environmental (OSU)/
15. ERIC Clearinghouse on Assessment and Evaluation/
16. ESnet Information Services Gopher/
17. Electronic Government Information Service/
18. Environment, Safety & Health (USDE) Gopher/
19. Environmental Protection Agency/
20. Environmental Protection Agency/
21. Environmental Protection Agency Great Lakes National Program Offi../
22. Extension Service, USDA/
23. Federal Communications Commission Gopher/
24. Federal Info Exchange (FEDIX)/
25. Federal Networking Council Advisory Committee/
26. Federal Register - Sample access/
27. Federal Reserve Board (via town.hall.org)/
28. GrainGenes (USDA) Gopher/
29. Information Infrastructure Task Force (DoC) Gopher/
30. LANL Advanced Computing Laboratory/
31. LANL Gopher Gateway /
32. LANL Nonlinear Science Information Service/
33. LANL Physics Information Service/
34. LANL T-2 Nuclear Information Service Gopher/
35. LANL Weather Machine/
36. LTERnet (Long-Term Ecological Research Network)/

NADB is an interesting database. I performed a search in this database for citations on "Nevada" and "Clark County." I

found this database by reading through an agency newsletter.

Overhead #2

NATIONAL ARCHEOLOGICAL DATABASE - NADB

<TELNET://CAST.UARK.EDU>

Anderson, Keith M.

1960 Archaeological Survey of the El Paso National Gas Pipeline Right-Of-Way From Thistle, Utah to Las Vegas, Nevada. University of Utah, Unknown Location. Submitted to El Paso Natural Gas Company, Unknown Location. (866541)

Anderson, Keith M.

1961 Archeological Survey of the El Paso Natural Gas Pipeline Right-Of-Way From Thistle, Utah, to Las Vegas, Nevada. Special Report to the El Paso Natural Gas Company. University of Utah, Salt Lake City, UT. Submitted to El Paso Natural Gas Company, El Paso, TX. (921833)

Andrews, E.w.

1965 Mead-Liberty 345-Kv Transmission Line Arch. Survey: Preliminary Report. E. Wyllys Andrews, V.. Submitted to Bureau of Reclamation. (1601409)

Anonymous

1972 Draft Environmental Statement for the Sale of Fort Mohave Lands to the State of Nevada. BLM, Nevada State Office, Reno, NV. Submitted to BLM, Nevada State Office, Reno, NV. (868718)

Anonymous

1974 Final Environmental Statement Barstow to Las Vegas Hare & Hound Motorcycle Race. BLM, California State Office, Sacramento, CA. Submitted to BLM, California State Office, Sacramento, CA. (868731)

Anonymous

1979 Intermountain Power Project Wilderness Inventory, WSA Designation Summaries. BLM, Utah State Office, Salt Lake City, UT. Submitted to BLM, Utah State Office, Salt Lake City, UT. (862526)

Anonymous

1980 Environmental Characteristics of Alternative Designated Deployment Areas: Archeological and Historical Resources. Unknown. Submitted to United States Air Force, Norton Air Force Base, CA. (865290)

The Census Gopher is especially good for timeliness. This is a sample press release from the gopher. This is particularly good for those

newspaper articles which start out "in a government report released today, statistics indicate...."

Overhead #3

CENSUS BUREAU GOPHER

<GOPHER://GOPHER.CENSUS.GOV>

health "Americans Spend \$625 Billion on Health Services"  
(03/29/94)

EMBARGOED UNTIL: Tuesday, March 29, 1994

Public Information Office  
301-763-4040  
301-763-5668 (TDD)

CB94-58

Tom Zabelsky  
301-763-1725

AMERICANS SPEND \$625 BILLION ON HEALTH SERVICES,  
CENSUS BUREAU REPORTS

Revenue for the nation's health service industries continued to rise in 1992 topping \$625 billion, a 9 percent increase over 1991 according to a new report, 1992 Service Annual Survey (BS/92) from the Commerce Department's Census Bureau.

"Revenue for nearly all health service industries increased," Bureau survey manager Tom Zabelsky says, "with home health care and kidney dialysis centers posting the largest gains of 22 percent each."

Hospitals accounted for over half of all revenue for the health service industries in 1992, exceeding \$335 billion, an increase of 8 percent from the previous year. Nursing and personal care facilities had \$42 billion in revenue, rising 8 percent over 1991.

Other highlights from the report include:

Revenue for offices and clinics of doctors of medicine rose nearly 9 percent to \$150 billion in 1992. Over 42 percent of these revenue were from patient services provided in the doctor's office or clinic; nearly 22 percent were from hospital inpatient services. Of total revenue for offices and clinics of doctors of medicine, patients' private insurance programs were the source of approximately 43 percent, while Medicare and Medicaid accounted for nearly 29 percent.

Another example from the Census  
Gopher. What a heading! This might be a

good place for a student to explore in  
searching for a paper topic.

Overhead #4

# CENSUS BUREAU GOPHER

<GOPHER://GOPHER.CENSUS.GOV>

Statistical Briefs like never before!!! (Postscript)

1. About the Statistical Briefs in (Postscript).
2. Americans With Disabilities (Size=799122) <Bin>
3. America's Income (Size=977710) <Bin>
4. Black Americans: A Profile (Size=773144) <Bin>
5. What Do We Pay For Living Space (Size=776458) <Bin>
6. Vacant Homes (Size=887342) <Bin>
7. Housing Changes: 1981 to 1991 (Size=877208) <Bin>
8. Preparing Retirement (Size=782076) <Bin>
9. Education: The Ticket to Higher Earnings (Size=774803) <Bin>
10. Bureaucrats Are Beyond the Beltway (Size=881745) <Bin>
11. Buying That First Home (Size=671957) <Bin>
12. Who Owns America's Farmland? (Size=847205) <Bin>
13. Recessions Matter for State Tax Collections (Size=692958)  
<Bin>
14. Asian & Pacific Islander Americans: A Profile (Size=663657)  
<Bin>
15. Higher Wages Accompany Advanced Technology (Size=787512)  
<Bin>
16. Poverty in the United States (Size=1107618) <Bin>
17. Who Could Afford to Buy a House in 1991? (Size=676672) <Bin>
18. Manufacturers Resp. to Volatility in Energy... (Size=756859)  
<Bin>
19. Statistical Indicators on Women: (Size=782245) <Bin>

Press ? for Help, q to Quit, u to go up a menu

Page: 2/2

Many of you access census data from a variety of Internet sites but I have found this site to be comprehensive and I have never

had a problem logging on to the site. But I admit my bias since I am a "mizzou" fan.

Overhead #5

# CENSUS STATISTICS VIA UNIVERSITY OF MISSOURI

<GOPHER://BIGCAT.MISSOURI.EDU>

Population Estimates for Counties in the United States, 1990-1992  
(207k) 0%

## POPULATION ESTIMATES FOR COUNTIES IN THE UNITED STATES 1990-1992

FIPCO	CENSUS ESTIMATES AREA NAME	1990	1991	1992
00000	UNITED STATES	248709873	252136667	255077536
00000	Northeast	50809229	50969714	51121097
00000	Midwest	59668632	60180414	60639091
00000	South	85445930	86920070	88184712
00000	West	52786082	54066469	55132636
00000	New England	13206943	13201052	13195941
00000	Middle Atlantic	37602286	37768662	37925156
00000	East North Central	42008942	42392367	42718977
00000	West North Central	17659690	17788047	17920114
00000	South Atlantic	43566853	44436019	45091982
00000	East South Central	15176284	15349646	15531816
00000	West South Central	26702793	27134405	27560914
00000	Mountain	13658776	14020775	14379475
00000	Pacific	39127306	40045694	40753161
01000	Alabama	4040587	4090017	4137511
01001	Autauga County	34222	35072	36103
01003	Baldwin County	98280	102246	106349
01005	Barbour County	25417	25296	25258
01007	Bibb County	16576	16947	17175
01009	Blount County	39248	39908	40306
01011	Bullock County	11042	11114	10990
01013	Butler County	21892	21736	21707
01015	Calhoun County	116034	115595	116406
01017	Chambers County	36876	36826	36855
01019	Cherokee County	19543	19706	19860
01021	Chilton County	32458	33043	33220
01023	Choctaw County	16018	16000	16135
01025	Clarke County	27240	27514	27728
01027	Clay County	13252	13269	13334
01029	Cleburne County	12730	12749	12984
01031	Coffee County	40240	40401	41169



You have heard about the EBB database, and Grace York will speak on this in just a moment. This is one of my favorite sites and our business faculty are thrilled with the

amount of information contained on this site. The University of Michigan has done a terrific job in making this information readily available for all of us.

Overhead #6

EBB - UNIVERSITY OF MICHIGAN

<GOPHER://UNA.HH.LIB.UMICH.EDU>

New home sales (7k) -

FEBRUARY 1994 NEW HOUSING SALES AT ANNUAL RATE OF 649,000

Sales of new one-family houses in February 1994 were at a seasonally adjusted annual rate of 649,000, 2 (+/-12) percent above the revised January rate of 637,000. The February 1994 estimate is 8 (+/-11) percent above the February 1993 figure of 599,000. The median sales price of new houses sold in February was \$132,000; the mean sales price was \$156,600. Changes in median and average sales prices reflect changing proportions of houses with different locations, sizes, etc., as well as changes in the prices of houses with identical characteristics. The seasonally adjusted estimate of new houses for sale at the end of February was 306,000. This represents a supply of 5.6 months at the current sales rate.

During the first two months of this year, 100,000 houses were sold compared with 94,000 houses sold for the same period last year. This increase of 6 (+/-8) percent reflects stronger sales in the West region.

NEW ONE-FAMILY HOUSES SOLD: FEBRUARY 1994

Period	United States	North-east	Mid-west	South	West
Seasonally adjusted annual rate					
1993 - February	599	69	104	271	154
March	600	54	111	264	172
April	685	103	121	284	178
May	635	66	108	257	204
June	641	66	120	286	170
July	647	57	119	287	184
August	645	60	112	292	181
September	738	61	124	341	212
October	723	59	149	314	201

Another popular title is the Commerce Business Daily, and it is available on a commercial site for free. This is a timely

database and new issues are loaded usually within 24 hours.

Overhead #7

COMMERCE BUSINESS DAILY

<GOPHER://CSCNS.COM>

Subject: 0 -- CD-ROM NETWORK EQUIPMENT POC Contract Specialist,  
Sandy Scales,  
Message-ID: <Co6E6u.8nw@cscns.com>  
Organization: CNS On-line Services (800-592-1240 customer  
service)  
Date: Wed, 13 Apr 1994 02:13:42 GMT  
Approved: cnscbd@cscns.com

Headquarters Defense Logistics Agency, Automated Data  
Processing/Telecommunications Contracting Office (DACO-PI),  
Cameron Station, Alexandria, VA 22304-6100

SOFTSHARE/CNS Order Number: 940413-0458PROCURE

70 -- CD-ROM NETWORK EQUIPMENT POC Contract Specialist, Sandy  
Scales, (703) 274-3060//Contracting Officer, Carol R. Leon,  
(703) 274-3060 70 -

The Defense Logistics Agency intends to issue a delivery order  
against Todd Enterprises's GSA Schedule for CD-ROM Network  
Equipment to be delivered to the Defense Technical Information  
Center (DTIC), Alexandria, Virginia. The equipment includes: (84  
EA) SCSI-2 2X SCSI CD-ROM drives with a continuous throughput of  
at least 300 kilobits per second (kbs) and an average access time  
of no more than .220 seconds (Toshiba 3401s or equivalent); SCSI  
CD-ROM drive cabinets/racks; SCSI cables, power supplies, and all  
other peripheral devices. Equipment must be fully compatible  
with: 486 32-bit EISA 66 Mhz personal computers (to become CD-ROM  
servers; and Microsoft Lan Manager v.2.2 network software and  
Meridian CD-NET v.4.31 (or more recent) CD-ROM server software.

Includes one year warranty. Interested parties having the  
capability to furnish the above described products should submit  
their product and pricing information. All responses must contain  
sufficient technical and pricing information to enable evaluation  
of the capability of the products to meet the requirements of the  
Agency; and the cost of the products by individual item. This  
notice of intent is not a request for competitive proposals. No  
solicitation document exists and no award will be made on the  
basis of any response to this advertisement. No telephone  
inquiries/ responses will be accepted. Interested parties must  
respond in writing to Headquarters, DLA, ATTN: DACO-PI, Sandy  
Scales, Cameron Station, Alexandria, VA 22304-6100. All responses  
from responsible sources which are received within 15 days of the

EPA has a number of Internet sites  
containing a wealth of information, including

the EPA Library Catalog. This is an article  
from the journal E.

Overhead #8

EPA GOPHER

<GOPHER://FUTURES.WIC.EPA.GOV>

Magazine: E/The Environmental Magazine

Issue: May/June 1994

Title: Plastics: Can't Live With 'Em. Can We Live Without 'Em?

Author: JoAnn C. Gutin

Okay, Okay, Here's Another Look at Plastics

In our bold new world of recycling one item just doesn't seem to fit: plastic. Sure you can recycle a few plastic bottles, but what about your car seat, coffee cup or computer? We may not want to live with plastic, but how can we live without it?

Art Graham is the very model of a socially responsible businessman. His business diverts garbage from the landfill, his plants obey emissions guidelines to the letter, and a framed certificate from former Environmental Protection Agency (EPA) director William Reilly, commending him for service to the environment, hangs in the lobby of his factory. But here's the catch: His business isn't making compost, rehabilitating discarded wine bottles, or being entrepreneurial in any of the other ways beloved by environmentalists. His business is melting and reshaping polystyrene, better known by the brand name Styrofoam, into plastic "popcorn" shipping pellets.

A couple of months ago I visited one of his plants, a neat, nondescript building on a cul-de-sac in an industrial area south of San Francisco. I'd been expecting to slip away after the tour with my press packet and my impressions, but instead found myself sitting across a conference table from the boss. He let me have it with both barrels.

Why, he demanded, did plastics recycling have such a bad rap among environmentalists? How could people fail to see that all packaging has environmental costs, and that his product--made from polystyrene that already existed, that would have been landfilled--had fewer costs than most? Look, he went on, these little pellets were the perfect material for preventing breakage, and preventing breakage was a good and environmentally sound goal, right? What were people supposed to ship, say, expensive computer components in? Popcorn? Wood shavings? Please! What did people (he meant "people like you" but was too polite to say it) have against plastics recycling?

His righteous indignation gave me a lot of food for thought on the way home: What do environmentalists have against plastic recycling? Is it just that we don't like plastic? Is it just that what's being made from recycled plastic--polyester T-shirts,

I am just becoming familiar with the FCC  
Gopher and its potential looks very good.  
Current issues of the FCC Daily Digest are

loaded on the gopher and the database is  
current.

Overhead #9

FCC GOPHER

<GOPHER://FCC.GOV>

DAILY DIGEST Vol. 13, No. 71 April 15, 1994

#### NEWS RELEASES

FCC CALENDAR OF EVENTS FOR THE WEEK OF APRIL 18 [Internet file  
name: evts4005.txt]

FCC RELEASES REPORT ON LONG DISTANCE MARKET - Contact: Katie  
Rangos or Jim Lande at (202) 632-0745

FCC FILINGS [Internet file name: nrnc4007.txt]

#### PUBLIC NOTICES

TARIFF TRANSMITTAL PUBLIC REFERENCE LOG: April 14

TARIFF TRANSMITTAL PUBLIC REFERENCE LOG  
NON-DOMINANT CARRIERS: April 14

Report No. 15781 - BROADCAST APPLICATIONS

Report No. 21864 - BROADCAST ACTIONS

Report No. 1739 - PRIVATE RADIO BUREAU ACTIONS - April 4 through  
April 8

#### TEXT

WILLOWS AND DUNNIGAN, CA. Proposed substituting Channel 288B1  
for Channel 288A at Willows; reallocating Channel 288B1 from  
Willows to Dunnigan, and modifying the license of KIQS-FM  
accordingly. Comments are due June 6, replies June 21. (MM  
Docket No. 94-29 by NPRM [DA 94-306] adopted April 4 by the  
Acting Chief, Allocations Branch, Mass Media Bureau)

ADDENDA: The following items released April 14 and April 13  
were not listed on Digests 69 and 70, respectively:

#### NEWS RELEASE

FCC ANNOUNCES CABLE OPERATORS' SEMINAR

As part of its ongoing outreach efforts, the FCC will hold a  
cable operators' seminar on Thursday, April 21,

Want to know about the NII? Several sites have information but this is one of the primary sites located at the Department of Commerce. This is a summary of the hearing

conducted in California. Surprisingly, the site was not current until recently. The site is updated on a regular basis now.

Overhead #10

INFORMATION INFRASTRUCTURE TASK FORCE  
DEPARTMENT OF COMMERCE

<GOPHER://IITF.DOC.GOV>

Summary of Los Angeles Universal Service Hearing 02/16/94  
(04/08/94) (16k)

SUMMARY

NII Universal Service Hearing  
Los Angeles, California, February 16, 1994

Introduction

In the Administration's policy blueprint, Agenda for Action, released September 15, 1993, the Information Infrastructure Task Force (IITF) directed NTIA to convene a series of public hearings designed to "gather information on the best characteristics of an expanded concept of Universal Service."

The first of these hearings was held in Albuquerque, New Mexico on December 16, 1993 and focused on the needs of rural communities. A summary of the New Mexico hearing is available on the IITF computer bulletin board. The IITF bulletin board can be accessed by calling (202) 501-1920 using a personal computer and a modem. For access through Internet, point your Gopher client to [iitf.doc.gov](http://iitf.doc.gov) or telnet to [iitf.doc.gov](http://iitf.doc.gov) and login as gopher. Comments may be sent by e-mail to [nii@ntia.doc.gov](mailto:nii@ntia.doc.gov).

Los Angeles Hearing

On February 16, 1994, the U.S. Department of Commerce's National Telecommunications and Information Administration (NTIA) and the California Public Utilities Commission held the second public hearing on the topic, "Communications and Information for All Americans: Universal Service for the 21st Century."

The Hearing Board for the Los Angeles hearing included the Deputy Secretary of Commerce David J. Barram and Assistant Secretary Larry Irving, and Federal Communications Commission (FCC) Commissioner Andrew C. Barrett. Commissioners Dan Fessler and Norm Shumway of the California Public Utilities Commission were unable to attend as the hearing was rescheduled following the January earthquake. The hearing board heard testimony from over 50 participants including scheduled witnesses and members of the audience.

Another new Internet site which I have only recently discovered is the Bureau of Mines Gopher. This is particularly good for those of us who are out west and have a

number of reference questions on mining. The gopher primarily contains bibliographic citations but I am hoping it will continue to develop with more full text information.

Overhead #11

BUREAU OF MINES  
<GOPHER://GOPHER.USBM.GOV>

Abandoned Mine Lands Research Publications List (30k)

ABANDONED MINE LANDS RESEARCH PUBLICATIONS  
USBM, July, 1993

Fires

Bureau of Mines Series Reports

RI 9348, 19 pp. "Laboratory Determination of Signature Criteria for Locating and Monitoring Abandoned Mine Fires," 1991.

A laboratory study of coal samples and coal waste resulted in the development of a dimensionless hydrocarbon ratio (R1). The ratio can be used as a signature of heated coal and provides the ability to locate and monitor fires in abandoned mines and waste banks.

IC 9184, pp. 348-355. "Mine Fire Diagnostics to Locate and Monitor Abandoned Mine Fires," 1988. See previous abstract.

RI 9363, 25 pp. "Mine Fire Diagnostics and Implementation of Water Injection with Fume Exhaustion at Renton, PA," 1991. NTIS# PB91-230242.

A case study detailing efforts to extinguish a mine fire located at an abandoned coal mine in Renton, PA. The BOM's diagnostic method determined the fire locations and the effectiveness of the water injection with fume exhaustion technique.

RI 8799, 71 pp. "Problems in the Control of Anthracite Mine Fires: A Case Study of the Centralia Mine Fire," 1983.

A case study detailing federal, state, and local efforts to extinguish a mine fire at the Buck Mountain Coalbed near Centralia, PA. The problems involved in controlling an anthracite fire include the geological and mining conditions in the area, the propagation characteristics of anthracite, the fire control methods available, the hazards associated with these fires, and the marginal effectiveness of past fire control projects.

NTIS Reports



NLM and NIH maintain a variety of Internet sites and these tend to be very up to date. This is a sample page from the AIDS Bibliography which we receive in paper.

Think of the shelf space we would save if we were confident that this site would archive this data for the future.

Overhead #12

NATIONAL LIBRARY OF MEDICINE GOPHER

<GOPHER://GOPHER.NLM.NIH.GOV>

Mar 1994 AIDS Bibliography

Journal references: A-H subject headings

AIDS BIBLIOGRAPHY

MAR 94

JOURNAL ARTICLES

ABORTION, EUGENIC

Elective pregnancy terminations and HIV-1. Rashbaum WK, et al.  
Ann N Y Acad Sci 1993 Oct 29;693:252-4

ACCIDENTAL FALLS

STATISTICS & NUMERICAL DATA

An analysis of patient accidents in hospital. Goodwin MB, et al.  
Aust Clin Rev 1993;13(3):141-9

ACCIDENTS, OCCUPATIONAL

[Occupational blood exposure among personnel employed in a department of infectious diseases. 1. Frequency and reporting] Nelsing S, et al. Ugeskr Laeger 1993 Oct 18;155(42):3364-6 (Eng. Abstr.) (Dan)

STATISTICS & NUMERICAL DATA

Accidental skin punctures during ophthalmic surgery. Callanan DG, et al. Ophthalmology 1993 Dec;100(12):1846-50

ACCULTURATION

Acculturation and gender differences in sexual attitudes and behaviors: Hispanic vs non-Hispanic white unmarried adults. Marin BV, et al. Am J Public Health 1993 Dec;83(12):1759-61

ACETAMIDES

PHARMACOLOGY

Hexamethylene bisacetamide activates the human immunodeficiency virus type 1 provirus by an NF-kappa B-independent mechanism. Vlach J, et al. J Gen Virol 1993 Nov;74 ( Pt 11):2401-8

Congress is slowly developing Internet sites but I am encouraged by their progress in the last year. I would like to see more Congressional information on the Internet and for all of our Representatives and Senators to

use e-mail. As mentioned earlier in the conference, once the security aspects are resolved, we should see more Congressional Internet sites and e-mail.

Overhead #13

U.S. SENATE GOPHER

<GOPHER://GOPHER.SENATE.GOV>

Hunger In America (2k)

STATEMENT OF SENATOR PATRICK LEAHY (D-VT)  
on HUNGER IN AMERICA  
Second Harvest National Research Study  
March 8, 1994

When I came to the Senate in 1974 I made a personal commitment to the cause of fighting hunger in America. Now, two decades later, we are still fighting the same fight.

Today, 27 million Americans are on food stamps. We serve 25 million school lunches each day. There are over 6 million women, infants and children on WIC. There are 68,000 homeless children in this country. There are 22,000 boarder babies living in hospitals. These are not just statistics -- statistics are people with the tears washed away.

Signs of hunger are everywhere. Hunger can be as subtle as parents going without food so their child can eat, or a child who comes to school with no food, or a homeless mother reaching out for help.

When I became Chairman of this Committee in 1987 I dedicated myself to making an impact on hunger through nutrition programs.

Last week I chaired a hearing on reauthorization of child nutrition programs. We heard testimony about homeless preschoolers, children in shelters with no food, abandoned babies living in hospitals, children of low-income working families that cannot afford to buy food or bring a lunch to school.

I was shocked to read in the Second Harvest study that 26 million Americans rely on food pantries, soup kitchens and emergency feeding programs -- 43% of them are children. Even worse, thousands of people are turned away because the shelves at food pantries are bare. People are going hungry. Children are going without food.

TEFAP is a safety net. The Second Harvest study confirms that 82% of food stamp recipients run out of food. TEFAP helps fill the gap. Second Harvest programs prove this point every month.

Some of the Federal Register may be accessed free of charge through this commercial Internet site by Counterpoint. This site is very timely, although the site can be difficult to logon to during the afternoon

due to heavy use. [In June, Counterpoint announced free access to Depository Libraries for the Federal Register. Contact Counterpoint for additional information.]

Overhead #14

COUNTERPOINT PUBLISHING

<GOPHER://GOPHER.INTERNET.COM>

Table of Contents for 041594 (17k)

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Agricultural Marketing Service

See Packers and Stockyards Administration

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Beef promotion and research:

Board and State beef council addresses, 18095

Agriculture Department

See Agricultural Marketing Service; Animal and Plant Health Inspection Service; Commodity Credit Corporation; Cooperative State Research Service; Extension Service, USDA; Packers and Stockyards Administration; Soil Conservation Service

Air Force Department

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March AFB, CA; disposal and reuse, 18106

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Meetings:

Scientific Advisory Board, 18106  
(4 documents)

Meetings:

Scientific Advisory Board, 18106  
(4 documents)

Animal and Plant Health Inspection Service

RULES

Exportation and importation of animals and animal products:

Ports designation-

Stockton, CA, 17921

Plant-related quarantine, domestic:

Black stem rust, 17917

ACE is one of my favorite sites and this is a great spot for obtaining "hot docs" or those publications which are in the national news such as the National Performance Review. I

am impressed with the commitment of the individuals who are involved with ACE and their dedication to making government information available for the general public.

Overhead #15

ACE - AMERICANS COMMUNICATING ELECTRONICALLY

<GOPHER://ACE.ESUSDA.GOV>

National Policy Issues (NAFTA, Health care, NII, NPR...

1. 1995 Proposed Federal Budget/
2. A Unified Federal Government Electronic Mail Users Support Environ../
3. Clean Car Agenda Information/
4. General Agreement on Tarriffs and Trade (GATT)/
5. Health Care Reform Agenda/
6. National Information Infrastructure (NII)/
7. National Performance Review/
8. North American Free Trade Agreement (NAFTA)/

Press ? for Help, q to Quit, u to go up a menu

This is the final site I will show you today. Wiretap is one of my favorite Internet sites and this is extremely useful for documents librarians. I find a variety of

information and the site is well maintained. This is a sample from the main menu, and as you can see, the wealth of information is immense.

Overhead #16

# MAIN MENU - WIRETAP

<GOPHER://WIRETAP.SPIES.COM>

## Government Docs (US & World)

1. ! README (wiretap.spies.com).
2. Americans with Disabilities Act.
3. Australian Law Documents/
4. Brady Handgun Violence Prevention Act.
5. Canadian Documents/
6. Citizen's Guide to using the FOIA.
7. Civil Forfeiture of Assets/
8. Clinton's Economic Plan/
9. Copyright/
10. Electronic Communications Privacy Act.
11. Fair Credit Reporting Act.
12. GAO High Risk Reports/
13. GAO Miscellaneous/
14. GAO Technical Reports/
15. GAO Transition Reports/
16. Gore's National Performance Review Report.
17. Maastricht Treaty of European Union/
18. Miscellaneous World Documents/
19. NATO Handbook/
20. NATO Press Releases/
21. National Performance Review/
22. North American Free Trade Agreement/
23. Patent Office Reform Panel Final Report/
24. Political Platforms of the US/
25. Presidential Documents from Federal Register/
26. Privacy Act of 1974.
27. Treaties and International Covenants/
28. US Government Today/
29. US Historical Documents/
30. US Miscellaneous Documents/
31. US Speeches and Addresses/
32. Uniform Code of Military Justice/
33. United Nations Resolutions (selected)/
34. Various US State Laws/
35. War Powers Resolution of 1973.
36. White House Press Releases/
37. World Constitutions/

A sample from Wiretap; this demonstrates that unusual items can show up anywhere on the Internet. The Uniform Code is located here and I would have typically searched

military sites for this information. I recommend adding Wiretap to your gopher bookmark if you have not done so already.

Overhead #17

## UNIFORM CODE OF MILITARY JUSTICE

AVAILABLE ON WIRETAP

<GOPHER://WIRETAP.SPIES.COM>

### SUBCHAPTER III. NON-JUDICIAL PUNISHMENT

#### 815. ART. 15. COMMANDING OFFICER'S NON-JUDICIAL PUNISHMENT

(a) Under such regulations as the President may prescribe, and under such additional regulations as may be prescribed by the Secretary concerned, limitations may be placed on the powers granted by this article with respect to the kind and amount of punishment authorized, the categories of commanding officers and warrant officers exercising command authorized to exercise those powers, the applicability of this article to an accused who demands trial by court-martial, and the kinds of courts-martial to which the case may be referred upon such a demand. However, except in the case of a member attached to or embarked in a vessel, punishment may not be imposed upon any member of the armed forces under this article if the member has, before the imposition of such punishment, demanded trial by court-martial in lieu of such punishment. Under similar regulations, rules may be prescribed with respect to the suspension of punishments authorized by regulations of the Secretary concerned, a commanding officer exercising general court-martial jurisdiction or an officer of general or flag rank in command may delegate his powers under this article to a principal

Okay, so now you know what is out there and you can gopher with the best of them. What is next? Begin to integrate electronic resources with your traditional resources. Let's take a look at some areas which can utilize Internet tools and resources.

In Bibliographic Instruction, I always include a couple of Internet sites which are specific to the students' discipline. Most of our university students have Unix accounts and some students are becoming quite proficient on the Internet. It is rewarding to

see students getting excited and asking if they can find their answers on the Internet.

Integrate Internet resources with your traditional print resources. If an Internet source will answer the questions faster or easier, recommend it to your patron. Ask your patrons if they have an Internet account and point out resources they can utilize on their own. Provide patrons with the tools necessary to use the Internet. The online catalog is a good start and many libraries have pointers on their catalogs to other Internet



sites such as other library catalogs. In teaching the Internet, Arizona State University asked individuals if they were using the online catalog and if they were, the instructor pointed out they were already using the Internet. It was a great way to point out the ease of the Internet and that individuals already possessed some basic Internet skills without realizing it. This was important in building confidence and realizing the Internet was not so difficult as imagined. Many libraries provide pointers to other Internet sites. The University of Nevada in Reno has a pointer to LOCIS on their catalog. Encourage your computer systems to develop their gophers and systems which support the needs of the library.

Spend time with your patrons in teaching Internet skills. Last week I had a professor call from home for help on using ftp. Our computer systems could have assisted him; however, in spending time with the professor, I was able to point out some economic databases as well as the NESE on CD-ROM and how these sources supported his research. In addition to the technical skills, I was able to use my traditional bibliographic skills in evaluating and recommending resources. Our computer systems cannot provide this expertise. Librarians can transfer their evaluation skills to the Internet. We can judge Internet sites based upon their timeliness, ease of use and information. Pass this knowledge on to your patrons. I work with faculty and patrons in pointing out good sites just as I would notify them of new government publications in print.

Encourage your staff to be knowledgeable about the Internet. Provide staff with the training, practice time and resources to be proficient on the Internet. Change your communication from paper to electronic. In our department, most communication is conducted via e-mail. Even our student assistants have e-mail accounts. This is a simple way to integrate computer skills into everyday activities. Share your knowledge with other librarians and staff outside of your department. As I find sites which support

other disciplines, I pass this information on to other bibliographers. Create and modify job descriptions to include Internet skills. At UNLV, both our professional and paraprofessional job descriptions now include Internet responsibilities.

Promote your electronic services. When our department obtained the NPR and Health Care reports via the Internet, we publicized its availability through campus news and then e-mailed copies to those patrons who requested a copy. Other patrons dropped by and copied the report from our disk. Our patrons were pleased to have a copy of the report immediately after it was released in Washington. We are also starting an e-mail reference service so our patrons need not come into the library for ready reference questions.

The next step would be to include Internet pointers on our online catalog. Can you imagine a bibliographic record for the Catalog of Federal Domestic Assistance which not only gives the local call number but the Internet address to access it? We have unlimited potential in developing electronic resources for our patrons.

The key to integrating electronic sources is to treat electronic texts just as you treat traditional print resources. As you conduct reference interviews, see if the Internet could answer the question better and faster. Be open. The Internet or information highway is not perfect and as I mentioned previously, it has a number of potholes. But do not wait until the Internet is perfect to get on the information highway or you will miss an exciting world of information. I wish you well in your travels and would be happy to answer any questions you may have.

## LOCATING FEDERAL GOVERNMENT INFORMATION ON THE NET

Maggie Parhamovich (magoo@nevada.edu)  
GPO Conference, April 1994

Locating Federal information on the Internet can be overwhelming. Tools such as Veronica and Archie in addition to new technologies such as Mosaic can assist in finding information on the Internet. The best way to find information on the Internet is to explore on your own. Following are some guides, listserves and sites which will help you get started.

### Guides

Austin, Terese and Tsang, Kim. "Government Sources of Business and Economic Information on the Internet" February 18, 1994. (Available from the Clearinghouse for Subject-oriented Internet Resource Guides, gopher or ftp una.hh.lib.umich.edu directory /inetcdirs)

Goeffe, Bill. "Resources for Economists on the Internet" February 1, 1994. (Available from the Clearinghouse for Subject-Oriented Internet Resource Guides, gopher or ftp una.hh.lib.umich.edu directory /inetcdirs)

Gumprecht, Blake. "Internet Sources of Government Information" February 26, 1994. (Available from the Clearinghouse for Subject-Oriented Internet Resource Guides, gopher or ftp una.hh.lib.umich.edu directory /inetcdirs)

Hancock, Lee. "Internet/Bitnet Health Sciences Resources" September 6, 1993. (Available from gopher.ukanaix.cc.ukans.edu Login kufacts directory /internet toolbox)

Heels, Erik J. "The Legal List" March 17, 1994. (Available from the Clearinghouse for Subject-Oriented Internet Resource Guides, gopher or ftp una.hh.lib.umich.edu directory /inetcdirs)

Parhamovich, Maggie. "Internet Resources: U.S. Federal Government Information" Release 0.6, April 1994. (Available from the Clearinghouse for Subject-Oriented Internet Resource Guides, gopher or ftp una.hh.lib.umich.edu directory /inetcdirs)

Yanoff, Scott. "Special Internet Connections" updated semimonthly (Available by gopher csd4.csd.uwm.edu /remote information servers or ftp csd4.csd.uwm.edu /pub directory)

Zucker, Joel. "Government Sponsored Electronic Bulletin Boards" no date (Available by gopher el-gopher.med.utah.edu /health sciences resources/u. s. government health sciences resources).

## Listserver

### FEDLIB-L (FEDLINK Library Network News)

Subscribe by sending message to [listserv@sun7.loc.gov](mailto:listserv@sun7.loc.gov) with message "subscribe fedlib-l firstname lastname". FEDLIB-L is an electronic newsletter which provides information on meetings, classes and selected articles from FEDLINK Technical Notes. The list will set up an interactive discussion group later in 1994.

### GovDoc-L (Government Documents Discussion List)

Subscribe by sending message to [listserv@psuvm.psu.edu](mailto:listserv@psuvm.psu.edu) with message "subscribe govdoc-l firstname lastname". In addition to general discussion on the Depository Library Program there are announcements and discussions of Internet sources. This is also a resource for questions and problems in accessing government information.

### MAPS-L (Maps Forum)

Subscribe by sending message to [listserv@uga](mailto:listserv@uga) with message "subscribe maps-l firstname lastname"

### Net-Happenings

Subscribe by sending message to [listserv@is.internic.net](mailto:listserv@is.internic.net) with message "subscribe net-happenings firstname lastname". Announcements of new Internet resources, publications and network tools.

### Network Services Announcements

Subscribe by sending message to [listserv@cerf.net](mailto:listserv@cerf.net) with message "subscribe nis firstname lastname".

### PACS-L (Public-Access Computer Systems Forum)

Subscribe by sending message to [listserv@uhupvm1.uh.edu](mailto:listserv@uhupvm1.uh.edu) with message "subscribe pacs-l firstname lastname".

## Newsgroup

### Alt Internet Services

### Gopher Sites

Here are two excellent sites with a collection of pointers to U.S. Government Gophers. You may want to add these to your personal Gopher bookmarks.

#### National Science Foundation

[gopher.stis.nsf.gov](mailto:gopher.stis.nsf.gov) /other U.S. Gov't Gophers

#### University of California Irvine

[gopher.peg.scis.uci.edu](mailto:gopher.peg.scis.uci.edu) /peg/gophers/gov



# A Facelift for Tradition: Mainstreaming Government Information on the Internet

Grace Ann York  
Documents Center  
The University of Michigan Library  
Ann Arbor, MI

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When looking for a garden vacation spot, a safe haven from all of the cares in my immediate world, I literally DID check the University of Minnesota's directory last summer to verify that there were no gopher systems, at least none that I could read, in the People's Republic of China. In fact, the headnote to my e-mail account gleefully declared "Halfway around the world without an Internet connection." Little did I know in October that ten remote library users from around the world wouldn't have access to that headnote or that I would be asked to speak to my documents colleagues today about computers.

I am NOT a computer expert. There was talk in library school of punch cards, aperture cards, and mainframe computers, which were dubbed maxi-computers. There were rumors of mini computers and microcomputers. But it would take eleven years for the computer industry to catch up with the ladies' fashion industry and market micro-mini computers and an additional seven years for the Standard Industrial Classification to keep pace with the computer industry. My greatest contribution to hardware and software repair is checking connections and doing a cold re-boot. (Slamming doors on photocopiers also works well.)

The University of Michigan, my home base for the past 25 years, is best known for

gopherizing the Economic Bulletin Board. However, we did not develop the gopher software. That distinction belongs to the University of Minnesota. The University of Michigan's Library gopher was not even the first gopher on our own campus. St. Olaf's State Department Travel Advisories may have been the first networked government information. We looked to North Carolina State and Texas A&M for gopher organization. And, of course, it was the Commerce Department that developed the Economic Bulletin Board.

What may be unique about Michigan is the tremendous cooperation among library staff in developing a usable gopher system and Michigan's early recognition of the need to mainstream Internet information with more traditional sources, giving us an opportunity to do what we librarians do best—select, organize, answer reference questions, and provide bibliographic instruction.

Perhaps the most important thing I can do today is share the story of our gopher development and the issues we see confronting librarianship. Those of you aren't connected should come away encouraged—if Grace can do it, ANYONE can do it. Believe me. Those of you already "connected" may discover policy issues which desperately need your input. And I sincerely hope that the government agencies represented here today



recognize the profound importance of their information efforts.

So how did it all begin? Actually with a very common reference question: what was the consumer price index last month? Back in 1986 I remember reading a short announcement about a new dial-in Economic Bulletin Board available from the Commerce Department. Aha! A way to answer that pesky reference question without waiting three months for the paper copy to arrive. Plus we could pay the charges from our NTIS deposit account, by-passing normal electronic selection procedures. Jean Loup, who was head of the Documents Center and had just been appointed to the ARL's Task Force on Government Information in Electronic Format, heartily agreed. So we subscribed and accessed it, on a very random basis, from our documents reference desk.

It took John Price-Wilkin, who ultimately developed our library gopher, to popularize the EBB. John had been an English teacher and a computer specialist at the TVA before entering library school. Jean hired him in 1986 as part of residency program for new, up-and-coming library school graduates, giving him a split appointment in both Maps and Documents. John enthusiastically downloaded a few selected files from the EBB, magically placed them in the Documents Center's computer account, promoted use to the economics faculty, and, when he had the audacity to actually take a vacation in Summer 1988, tutored me as his substitute. I was a SLOW learner and pestered him with questions for days on end.

John moved from the residency program to a full-time position as the Graduate Library's technology coordinator in 1988, where he developed our U-M LIBTEXT system and began teaching a larger staff the wonders of electronic access. Cass Hartnett, whom many of you know as the regional depository librarian at Detroit Public, assumed John's residency. Cass was also in love with computers, continued the EBB downloading, and, unfortunately, took vacations. When

Cass left for the Public Health Library in 1990, I sort-of-knew how to download and passed the responsibility to a student assistant, who sort-of-didn't know how to download but was a nice guy.

Throughout this period, roughly 1987-91, we only downloaded twelve files on a regular basis and use of the EBB through the Documents Center's account was minimal. The heaviest user was a doctoral student who insisted we download the Trade Opportunities Program on a daily basis.

The second break came in June 1991 as the result of another reference question—census data on Ann Arbor. The Census Bureau had just released Summary Tape File 1A for Michigan, it would be 4-6 months before the paper reports would arrive, and the data was surprisingly available on DIALOG. Figuring if John could download EBB data to the Documents Center's account, I could surely download DIALOG data, I obtained the instructions, downloaded Ann Arbor and Detroit, and went merrily off to ALA in Atlanta.

Events moved rapidly over the next eight months. The Kellogg Foundation had funded an M-LINK program, which brought University Library reference service via computer to nine public libraries or cooperatives in economically distressed areas within the state. Dick Hathaway, director of the project and a former documents librarian, agreed to transmit Census data to his service areas via the Internet. Sue Davidsen, another former documents librarian, and I downloaded eighty-five STF1A files and counted 2200 uses by October. In the meantime we also publicized our twelve EBB files via the Internet, giving explicit instructions on accessing the Documents Center account, ftp, opening files under DOS, and using Peeper, a program for viewing files over 80 characters in width.

Word was simultaneously spreading about the University of Minnesota's gopher software, John Price-Wilkin experimented with



a library gopher, and Abbie Basile, who had worked as a student in documents at SUNY-Buffalo, began downloading all new EBB files on a daily basis in February 1992. I literally didn't know about it for another month.

Much to everyone's regret, John left for the University of Virginia in June of 1992, but not before he had downloaded STF1A for 2000 places in Michigan and readied the ULIBRARY gopher for public announcement.

John's departure left a void filled a year later by still another documents librarian, David Barber from the University of Oregon, but in the interim the library staff was thrown on its own devices. We survived thanks to Lou Rosenfeld, a library school doctoral student and just about the only person thus far who had never worked in a government documents department.

During that year Sue Davidsen developed the M-LINK gopher and assisted in reorganizing the ULIBRARY gopher by subject; Abbie kept downloading the EBB; Tim Prettyman of our Systems Office manipulated the STF1A and 3A magnetic tapes for Michigan and spearheaded a complete dump of both files for 2000 places in Michigan; Lou instituted the Clearinghouse for Subject-Oriented Guides; my student staff typed 103rd Congress directories and committee assignments; I typed the same information for the Michigan Legislature, retyped a LOCIS search guide given to us as a pilot LOCIS library, and updated a guide to the various products of the 1990 Census.

There was a great sigh of relief when David came in July 1993 and Jan Zauha, our new resident in documents and electronics from the University of Iowa, came in August. Everyone had hoped to get back to his/her original job description. But what we learned instead was that during a year without a Graduate Library technology librarian all of our job descriptions had changed. Internet had become an integral part of our lives in terms of selection, organization and access,

reference and bibliographic instruction. The issues are fascinating.

## Selection

While the ULIBRARY gopher was originally a Graduate Library project, it has been adopted by the library system and is being run by a committee of interested gopher users. The various subject clusters—Health Sciences, Basic Science and Engineering, Fine Arts, and Graduate Library—are responsible for developing their own sections. The subject selectors within these clusters are currently being trained to develop their specific specialties—whether biology, diversity, government and politics, area studies, or library studies. Ruth Riley, formerly of our Medical Library, is known nationally known for her efforts.

Likely sources for identifying new selections include LISTSERVS, Veronica searches, some of the excellent guides posted on the Clearinghouse for Subject Oriented Guides—including those by Maggie Parhamovich and Blake Gumprecht—and investigating the gopher of a known specialist such as the University of Maryland, the University of North Carolina, or the Library of Congress.

We expect that selector involvement will vary according to interest and time. Some selectors may create cap files and links; others may surf the Internet through a Veronica search and then make recommendations to the central maintenance person in the cluster. Our new central maintenance person in the Graduate Library is Sharon Herald, who worked in the Documents Center several years ago, while the keeper of the General Reference section is John Brandt, who worked in Documents at Emory. We are attempting to identify those institutions around the country which excel in a particular subject area and automatically add sections of their gophers to our own. For instance, we recently placed the Library of Congress Marvel list of executive branch gophers under our own Federal

executive branch menu rather than trying to make individual links to all of the executive gophers ourselves.

Selecting Internet material for a gopher is similar to selecting more traditional forms but there are some interesting twists as well.

1. What is the quality of the material?
2. Is it documented? Jan Zauha discovered a listing of SIC codes through a Veronica search, but when we examined it, we noticed the list was partial and there was no documentation or "About" file. We excluded it from our gopher. There are some EBB files without sufficient documentation, but we've made a judgment to accept them in toto because they're the only source available.
3. How is it organized? Are there sub-menus? Is the material WAISIFIED? Headers every few screens are enormously useful, especially for long files in ASCII format which a user would not normally download into a spreadsheet or data base management program. Jan uploaded the Government Manual in December 1993 but didn't announce it at the time because the files were too long for reference purposes. Ultimately she wrote an "About" file explaining how to page through an extensive segment, such as the Dept. of Health and Human Services, to the next occurrence of a word or phrase, such as Social Security Administration.
4. What is the width of the material? Is it the standard 80 characters or is it 140 characters, too wide for most people to use.
5. Is it timely? The reason my two student assistants typed the 103rd

Congress directory is that the only gopherized directories were for the 102nd Congress. How often is it updated? Here I must confess great pain that we've only updated that directory twice. It needs to be done quarterly. Does a date appear on the material? It's very useful to have a date at the beginning of a file rather than at the end or undated.

6. Will people use it? That's somewhat related to timeliness but a tougher call. Our STF1A files for Michigan were used heavily when they were the only source available. We already had the STF3A CD-ROMs by the time we gopherized the Michigan data. Yet there are still people who use them from the comfort of their own homes.
7. Is it the best source available? We discovered that the ULIBRARY gopher was pointing to Michigan weather reports while GOPHER BLUE had weather reports for the entire country.

And once you've finally selected the perfect source and have breathed a sigh of relief, you need to check the link every few weeks. They change without notice. The best way for verifying the new link is telnetting to the original source gopher.

Where does one find time to do all of this selection? When a librarian is faced with competing demands—selection, patrons beating down the doors, telephones ringing off the hook, staff crises, and administrative requests—he or she responds to those which speak audible English. I've had great difficulty finding time for gopher maintenance over the past nine months but spent a productive six hours in March when the saint typing the text for my tax exhibit caught the flu and I had to suspend all cutting and pasting activities.

## Organization

The University of Michigan campus had about fifteen separate gopher systems at last check. ULIBRARY was developed in tandem with those systems but given the freedom to construct its own organization. We chose a subject approach with 12 separate headings in the main menu. We have made every effort to make our headings understandable to the first-time user.

Some people have asked me where our government information is located. The vast majority is under Social Sciences/Politics and Government, with sections on Federal, state and local, and international sources. Yet there is government information in just about every subject area of the gopher. The EBB is under Economics, the NIH gopher is featured under Health Sciences, zip codes are under General Reference, and the Census has its own. Often you will find multiple entries for the same source. For instance, the Census Bureau gopher is available under Census but also under U.S. Government Resources: Executive Branch.

Establishing gopher menus is tricky, a balancing act between logical subject classifications and placing the material so deep that it is buried. For instance, the Health Security Act is under Social Sciences/Government and Politics/Executive Branch/White House Information/Domestic Policy/Health. The rule-of-thumb is 10-12 entries under a menu, or a 3/4 screen, before you make submenus. In some cases you may want to highlight a special subfile. While the U.S. Industrial Outlook is under the Economic Bulletin Board, Jan also made it a separate menu under Economics. WAISIFYING the menu and submenu headings is an alternative strategy for resolving the "deep gopher" problem.

## Access

The gopher can be accessed through any MICHNET node within the state and any campus workstation. The Graduate Library had hoped for an array of dedicated gopher workstations, but, due to an overload on our NOTIS workstations, has only one workstation near the Information Center. Documents Center staff toggle our NOTIS workstations to ULIBRARY on need or request.

The MERIT/MICHNET node to Internet has been a very open system, but network officials have expressed considerable concern over security issues. Last year we were asked to eliminate the mail option on ULIBRARY, though there is now a more direct downloading option. We were recently asked to require U-M authentication on our gopher before telnetting to another site. Theoretically this means that someone in Arizona could gopher to our gopher and then telnet to LOCIS but could not telnet to LOCIS if they accessed our gopher by telnetting to hermes.merit.edu. We would appreciate feedback from the government documents community about the new system.

## Reference

The Documents Center may have been the most prominent unit in the library system to integrate the gopher into reference service, in part because we created many of the files and knew what was there. Rose Coad includes the gopher in student assistant training, and we have a desk book where we keep Maggie's and Blake's bibliographies. Timely files, such as Presidential press releases, EBB, and LOCIS, receive the heaviest on-site use.

While gophers as well as an array of government and commercial electronic tools have not affected overall Documents Center use, the number of extended reference questions, questions over five minutes, has risen. We perceive that the average length of

those questions has jumped from 15 to 30 or 40 minutes.

The number of e-mail questions we receive from remote users of our gopher files has come as a complete shock. I only had ten after my three-week trip to China. I had been listed as the subject contact in our EBB "About" file, so there were questions from Finland about wine gallons, from France about the British/French exchange rate in 1993, and from New York about historical stock market data. My name is attached to the Congressional directory, so a student in Freiburg asked for a biography of an American Congressman he was meeting in Florence for dinner. And a University of Michigan student in Jerusalem was hunting for English language sources on American-Israeli relations.

My policy in the past has been to limit reference research for remote users to 20 minutes, give a precise answer or at least outline a research strategy if I can, and, if I can't, to provide a good referral to a local library or local documents librarian, replete with name and phone number.

That was possible when there were only two or three reference questions per week. The number had risen to eight per week in February, including questions from ten undergraduates at the University of Missouri. At 20 minutes per question, that's an additional 2-1/2 hours of desk time per week. Jan's name replaced mine as the EBB contact two months ago, and we're both trying to develop a policy which will meet our responsibilities as Internet information providers but give priority to our immediate clientele.

As libraries move from on-site to remote use, there is a great need to document what we are doing. Our Systems Office counted 460,318 gopher uses in February. Should this be equated with library exit or entrance counts? The Economic Bulletin Board was used 13,334 times over the same period. Should the figure be equated with reshelving counts? A staff committee is looking at these

issues, and I'm sure you will see a change in the Association of Research Libraries statistical package sometime in the future.

## **Instruction**

The University of Michigan is a wired world. Both the President of the University and the Dean of the Library School are engineers by profession. The Institute for Technology Development has held numerous Internet fairs and demonstrations for the campus at large, and library staff have participated in those efforts. The Graduate Library holds technology fairs once or twice per year, and the gopher is always a big draw. Whenever I give a class lecture these days, I assume people know how to use the gopher and simply focus on the gopherized material related to their particular assignment.

That could be a faulty assumption. Some people come to campus without any computer experience. Others have a little experience, assume they can use any system, by-pass training sessions, and never learn the intricacies of NOTIS keyword searching. Some know a few systems well, but not the one you're trying to demonstrate. There are times when I've tried to cover five different software packages as well as print sources in a two-hour presentation. And we poor documents librarians need to know about 30 different software packages to do our basic jobs. Is that truncation symbol a question mark, asterisk, an exclamation point, or is it automatic?

I see a combination solution to the problem.

1. Dedicated, hands-on sessions for small groups on a particular software package and Boolean logic.
2. Subject-oriented lectures which discuss the various electronic sources in relation to other information sources and invite the user to make

an appointment for individualized instruction.

3. Lobbying the software producers for clear on-screen instructions. These days most people just sit down at workstations and hope for the best.
4. The creation of clear written instructions which outline all of the steps in a search. It's easy to forget a step or two when you're familiar with a system, so it's important to have a novice try your guide. Admittedly, I seldom practice what I preach, but I was able to teach the EXTRACT software to our student staff with a written tutorial.

You and I as documents librarians, together with all levels of government and private enterprise, have a shared opportunity to make a unique contribution to the future, whether it is developing a new information system or simply trying to answer a reference question, whether it is spending twenty hours per week or six hours per year. There is a role for each of us. Together we can advance public access to government information into the 21st Century and hopefully, in the process, create a more livable world.

## Future

What does the future hold? None of us knows for sure. In all probability, we WILL see the development of the information superhighway. More and more people will be connected but the information poor will remain and alternative means will be sought for meeting their needs. Policies will be developed for libraries truly without walls. Software will be standardized to a certain extent and clear on-screen helps provided. The role of the government and depository libraries in Internet dissemination will be debated on the floor of Congress, in GODORT, and by the Depository Library Council, cost and free enterprise the perennial issues. Gopher will be replaced, at least in part, by MOSAIC and MOSAIC by another system and yet another system. Somehow we will find a means to archive the information being disseminated on gophers in 1994 to a completely new system developed in the year 2034.





# Future of the Public Library in the Federal Depository Library Program

Gail Snider

County of Los Angeles Public Library  
Los Angeles, CA

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I am Gail Snider, Government Documents Librarian at the Angelo M. Iacoboni Public Library in the City of Lakewood, CA, part of the Los Angeles County Public Library System. I was asked to give my ideas on the future of the public library in the Federal Depository System. Let me first give a little description of my library system and my background.

The County system is now made up of 82 libraries, divided into four regions, some of the libraries very small, some middle-sized, some as large as mine, in the \$25,000+ volume size. A year ago, before the last budget cut, there were 94 libraries in our system. In this July, after what appears to be the next round of budget cuts, we may lose another 40 to 49 libraries and 150 FTE of staff.

In this year, we are consolidating from 12 depository collections to 9. My collection is an 18% depository, housing 264,000 pieces. Each depository has a full-time documents librarian, and a full-time assistant—both divide their time with other duties. The librarian will spend 3 to 4 hours daily on the reference desk for example. We also use volunteer and other clerical help when it is available.

This year we are examining each item selected, trying to decide what we really need and how the 9 depositories should help each other. We are doing this because GPO has been asking libraries to examine what they receive, because our own budgetary problems

could mean less staff to process and use documents, and because the county is subscribing to a database extraction service which will give us cataloging for all our depository items starting this summer. All depository items will be cataloged and records available much faster than they are now.

Our library is open 28 hours per week, because of budget cuts, and in February, latest statistics available, we circulated 34,000 items that month, making us the second-busiest library in the Los Angeles County Library System.

Public libraries can have as large and as bright a future in the depository system as they want, and it is not particularly a question of money, but of attitude. How the depository collection is viewed by the administration as well as the documents librarian in each public library, and how seriously GPO and its client Federal agencies take our role in providing information to the public. Under law, we are the first line of access to government information for the voting public.

We have to be excited about the information we are providing. It is our responsibility to spread this excitement to our staff and community. Not always easy. But it is the only way we will get the type of community support that will make us hard to ignore by politicians who control the money that supports us.

I want the whole library to work efficiently for the patron and staff. Our library, like so many others, is fighting for its existence and at the same time is busier than it has ever been.

There should be no way on earth that the public would allow something that statistics show is so very important to them to be taken away.

My main responsibility as a documents librarian is to be a conduit to the rest of the library staff—for information on new documents (anything that will help us do reference) and for training in new technologies—this last responsibility will grow in the coming years.

The problem we public libraries have right now is cost. The manpower and time needed to learn to use databases that do not have clear explanations or any technical support. We do not have the monies needed to purchase more sophisticated equipment each time an agency figures out how to put necessary data into yet more intricate software without regard for who potential users might be. We don't even have funds to buy new editions of the books we use.

I am absolutely in favor of highly futuristic equipment and developing powerful information systems, but I do not like it done in an elitist way when I am not a member of that group—I want to be included, too.

While I am asked to describe who I serve in greater detail to help agencies tailor their information, I want the technology we use to be as up-to-date as possible. The information we carry also needs to be very timely. Now, we have to use the qualifier, "This is probably out-of-date" on many paper sources we hand the patron.

As the information age unfolds, our public will demand that we be technologically current. Every librarian receiving a new piece of data on a CD-ROM goes through some type of learning curve mastering all the information

on that disk. Every librarian lucky enough to receive new equipment to handle more sophisticated data has an even steeper learning curve.

Economies of scale dictate a centralized training system and centralized purchasing and distribution of equipment. Leaving self-education in the hands of each of the depositories leads to great gulfs in knowledge and in service to the patron. If we want the public supplied with all the information they can possibly have, regardless of who or where they are, document librarians are going to have to receive uniform training.

If equipment and software were distributed through central purchasing at a Federal discount, the cost of upgrading would not be as great. A lot of time and money is probably wasted when librarians buy equipment that isn't quite right. Central purchasing and distribution, regional training with adequate documentation, and toll-free hot lines would help tremendously.

In some regions parts of these issues are a reality, but not everywhere. I do think everything I have suggested will come into being. Our economy is changing—down scaling significantly. There will be fewer people with regular jobs—more people will be self-employed and in need of statistics and other data that in the past only a few large companies used. Every segment of our society is going to demand equal access to Federal information.

The collection and manipulation of that information was paid for by taxpayers and through various taxpayer and professional organizations, the battle will be won to have the Federal Government provide equal access to all. Small businesses will not be able to pay taxes and a consultant to give them the information those taxes produced.

I believe a stronger information system in public libraries will equally benefit the humanities collections and a literate America—

but the key is equal access—a reason to be literate.

Where will GPO be? This agency has been very efficient with what it has to work with. Although a lot of people, myself included, want change, the system isn't broken. 99 per cent of the agencies that have been represented at this conference do understand what we need and are working towards the same goals we are.

The system isn't broke, just in need of the type of dialogue we are sharing to get to the next century. What we are discussing now is vitally important and needed changes can be started now while events are still manageable. As we heard this morning, legislation is in place to start providing funding for the libraries of the future. Our dialogue will help us get the power to decide what future libraries will be like. Documents librarians are in the forefront of the new technology. I am excited to be a documents librarian at this time. I consider it my good fortune to be able to be part of this great group.

Whatever happens will be all the better because we are able to meet and share openly. All the debate and discussion that has gone on in the past year may seem endless because nothing has been decided, but the incredible changes we have seen just in the past year would have probably made any decisions out-of-date. What we will end up with is a process that will help us evolve as libraries start to change all the time.



# Future of the Public Library in the Federal Depository Library Program

Robert Williams

Anchorage Municipal Libraries  
Anchorage, AK

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Hi. My name is Robert Williams and I am from Anchorage, Alaska. Gail Snider and Cassandra Hartnett have already covered many of the topics that I had wanted to include in my presentation, so it's once again clear that there are many ways in which public libraries are the same no matter what the size of the library is. However, there are some major differences between the libraries in urban or rural areas and libraries which may be small but which provide certain library services on a regional or even statewide basis. These are differences which I feel the GPO and other governmental agencies should be aware of so that they can better understand our limitations and our capabilities and can work with us to accomplish our mutual goals.

Since I am most familiar with libraries in Alaska and the Pacific Northwest, I will provide some examples of "then and now" which illustrate just how far that we have come and how far some of us have to go before getting a vehicle or a license to drive on the Information Superhighway.

My library, the Z.J. Loussac Public Library, collects approximately 14% of what is available through the Depository Library Program. We are the second largest documents depository in south central Alaska. The largest depository in the area, the University of Alaska, Anchorage Consortium Library, selects only 30% of what is available. The University of Alaska, Fairbanks selects

more than 65% of the documents offered and they have been collecting documents for at least thirty years longer than have the Anchorage libraries. Fairbanks is 360 miles from Anchorage. If we were to receive a request for a document that we did not have and if we lived almost anywhere east of the Mississippi, we could simply refer the patron to another library which would be usually be no more than one or two hours away by car, bus, or subway. This is not the situation in much of the Western United States.

Libraries which serve relative small populations located in large geographic regions have always had to develop innovative ways in which to deliver information to the public. As an example, some small to medium sized public libraries in Alaska have the responsibility to provide interlibrary loan and reference support services to libraries in geographic areas almost as large as the State of Texas. Our capital city of Juneau is accessible only by air or by sea and is located more than 640 air miles from Fairbanks, the major urban center for Northern and Interior Alaska.

Alaska developed possibly the first electronic interlibrary network in 1970 when innovative librarians decided that a state which was as information resource poor as Alaska simply had to find a way to share resources in a faster and more effective way. The Alaska State Library, University of Alaska, and the community college libraries were

linked via Telex which transmitted at the rate of 66 words per minute. While this was a slow transmission rate, it was much faster than trying to communicate via the U.S. mail or even the telephone system which, at that time, was so overloaded with oil boomer communications that it was commonplace to hear two or three other parties' conversations on your so called "private line." We used to say that it took a three day phone call for people from Fairbanks just to contact anyone in Juneau. As recently as ten years ago, people in the more rural areas around Fairbanks used to communicate with each other by sending post cards to a radio disk jockey in Fairbanks who then read the cards on a program called the Mukluk Telegraph.

Times have changed. Telecommunications services have improved dramatically in the past few years, although there are still problems with satellite alignments, noise on the telephone lines, etc. 9600 baud communication may be commonplace in urban areas but 1200-2400 baud communications is more commonplace in more rural areas. Although some of us have great distances between our cities and towns and villages, new technologies have made it possible for almost eighty per cent of Alaskans to be able to communicate and to access information on the State Library Electronic Doorway (SLED).

Thanks mainly to the cooperative efforts of the Alaska State Library and the University of Alaska libraries which are jointly supplying the initial funding and expertise, Alaskans can dial into the SLED which will provide them with a menu of more than twenty computer addresses. These include ALECSYS (Alaska Legislative Computer System), LC MARVEL, CARL Uncover, WLN/Easy Access, ERIC and the Catalog of Federal Domestic Assistance. FedWorld was included initially but had to be removed after it was discovered that the reason for poor access was due to only sixteen ports being available to serve the entire nation. We plan to add Federal and State databases as they become available and as demand warrants. All this was made possible

due to the efforts of some very talented and dedicated people and the relatively small cost of approximately \$100,000.

Librarians are very excited about the incredible possibilities which now exist for information retrieval and delivery. Many of us look forward to the day when we can locate a requested document on an agency database, download it and give it to the patron.

All this sounds wonderful. It is wonderful. It can also be very frustrating and is causing us great concern as to how we can protect our patrons' privacy and how we can supply enough public computer terminals and train staff and public. Though we say that this service is available to almost eighty percent of Alaskans; most of us shudder to think of what would happen if even one quarter of that number would attempt to use this system. There is only one public computer workstation available in my library which is the largest public library in the state. Also, there are fewer than twenty ports available on both the gateway and the host computers so there are numerous access problems to overcome.

A point of utmost concern is that some of us are having more and more difficulty not only purchasing equipment and software but also in keeping up with the proliferation of electronic communication systems. There are days when I feel that I could easily spend all day just reading and responding to the mail messages that I receive on the four electronic mail systems which have become necessary tools to use in my job. Other job duties are neglected as a result of trying to keep informed about the latest developments in my field.

As has been noted, the documents librarians in smaller depositories are often responsible for many duties other than just serving as a contact/manager/administrator for the documents depository. As an example, though my working title is Business and Documents Librarian, I also am the only patent and trademarks librarian in the State of Alaska so I provide formal and informal patent



and trademark training and search assistance to librarians, inventors, students and the general public. Other job duties include up to twenty hours per week on the reference desk and collection development and maintenance responsibilities for our library system's business, economics, and sports materials. I have approximately twenty hours per week documents clerical assistance.

I tell you this not to impress you with all that I do. I know that many of you have much more demanding jobs than I have. I tell you this because I want to convey to everyone here that I think that most of us are doing just about all we can do unless more assistance is forthcoming from local, state and Federal sources.

The delivery of electronic information has placed a tremendous burden on depository libraries. We know that the GPO has also had large budget reductions and is not currently in a good position to assist the depository libraries with training and equipment, but these things are needed desperately if depositories are to be able to make this information available to the public. Depository libraries are very concerned that depositories are being asked to absorb a disproportionate share of the costs for making public information available to the public. The costs have shifted rather dramatically from what was roughly an equal partnership between depositories and the GPO to a relationship where depositories are being asked to handle more and more of the costs. The agencies can sometimes save millions of dollars by providing the information in electronic formats. This looks like a great savings for the agency and for the taxpayers. However, the agency savings do not necessarily translate into real savings for the public since depositories must spend thousands of dollars on equipment, software, telecommunications and training in order to make this information available to the public. In many instances, we are the people who are bringing the masses into the electronic age. Most libraries are doing this at the expense of more traditional library programs. We

desperately need assistance, particularly during this transitional period as we switch from print and film media to electronic information delivery.

It should be noted for posterity that librarians at last year's conference called to the attention of the USGS spokesman the fact that not all depositories needed or wanted the entire set of the USGS Orthophotoquad CD-ROMs. Librarians also made the point that most depositories lacked the funds for software and the equipment needed to fully extract the information contained on the files. As a result of this communication, the USGS changed its distribution plans. The total cost of the distribution will now be less than \$75,000 compared to the \$4,000,000 which was originally budgeted for the program. I believe that similar cost savings could be realized by other agencies if they would work more closely with the GPO and be made aware of the necessity to include the GPO and its depositories in their information distribution plans. It is too bad that some of those cost savings could not have been shared with the Depository Library Programs Office and depository libraries.

Though public libraries sometimes have different missions and serve different constituencies than other depository libraries, the GPO or other Federal agencies serve, we all share the common goal of providing the best possible information services to our respective publics. If given an opportunity to be a part of the team, librarians can provide invaluable assistance in the design of the National Information Infrastructure. After all, we have rather creative and innovative people in our midst. Perhaps no other group has more experience with making do with less. It will be challenging but it will also be interesting and exciting.

I want to thank the GPO and, in particular, Robin Haun-Mohamed for giving me the opportunity to share these thoughts with you. I'm looking forward to returning to this forum next year and hearing about the progress that has been made.



# Communicating Depository Needs to Library Administration

Kandace Rogers  
University of Kentucky Libraries  
Lexington, KY

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Greetings from Kentucky. I am Kandace Rogers and I am from the University of Kentucky, which is a regional library.

UK became a selective depository in 1907 and was designated Kentucky's only regional in 1967. Our department, until just recently, has been just the Government Publications and Maps Department. However, in January of this year we were merged with the general reference department, becoming **RIS** - the Research & Information Services Department. The catalyst for this merger is anticipating a new library building, expected to open in the fall of 1998. The actual physical portion of this merger is not slated to take place until fall of this year. However, we are already planning and beginning cross training for both the government publications and general reference staff. 1994 is an exciting time to be in government information at the University of Kentucky.

I was asked today, as a representative from the University of Kentucky, to share with you a few suggestions for better communication with your library administration. Because I have only been in this department for a couple of years, I am conveying the strategies used by the more experienced depository librarians in the Government Publications Department at the University of Kentucky.

At UK, we consider the most important accomplishment to be the establishment of a trust relationship between the administration and the department. The combination of a staff and collection that the administration is confident in, has been invaluable as we've had to ask for more staff and equipment. We offer the following as suggestions to begin cultivating this trust:

- 1) By being professionally active, by demonstrating a commitment to the depository program, and by communicating back to the administration any feedback or comments received from other depository libraries and contacts within the depository community.
- 2) By demonstrating to not only the administration, but also the entire library community, a commitment to the Depository Library Program.
- 3) By ensuring that any request for extra funds, equipment, etc. is reasonable, but also developing an alternate request, to be kept in reserve in case the first option cannot be supported. Also, whenever possible, use depository responsibilities and instructions, such as inspections and/or minimum technical guidelines for PC's, as justification for requests.

Each depository collection is an important part of any library, and hopefully this will be recognized by your library administration. Nothing happens overnight, but commitment, dedication, and well-researched requests will usually be rewarded with results.

# Proselytization of a Library Director, or Communicating Depository Needs to Library Administration

Sharon Tucker  
Jersey City Public Library  
Jersey City, NJ

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Have you ever been the object of someone's proselytization campaign or effort? When someone tries to convert you from your belief or faith to theirs, how do they go about it? They believe totally in their ultimate goal or end. They know precisely which techniques to use, and how to go about persuading you. Most of all, they are totally committed to achieving their goal—your conversion.

They will, if they are wise, behave courteously and in a *professional* manner, using the gentle art of persuasion. They have a *positive image*, and operate from a position of *power*, while *prioritizing* their requisites. They unendingly *promote* their beliefs, and they *persist* and *persevere*, never allowing discouragement or despair to dissuade them from their ultimate goal.

I would like to suggest using a similar approach with that same religious fervor in communicating your depository needs to your director or administration, and thus convert their beliefs to your belief—that your Documents Department is a worthy and valuable depository whose needs must be met in order to provide full public access to its patrons.

Before expounding on these six basic principles to be used in proselytizing or persuading your library administration, I just want to mention that while I was honored

when asked to speak at this Depository Conference, I was also amused. I had thought of attending this presentation as an attendee, not as a presenter. So instead of receiving advice on "Communicating Your Depository Needs to the Administration," I am giving advice.

I do think that I can offer very practical suggestions from my past and present experiences. Hopefully, I will be able to offer some hope and insight to those who are in similar circumstances.

I'll start by giving you some background information on Jersey City Public Library and on the community it serves. Jersey City Public Library is an old (organized in 1899), large urban library with holdings of over 700,000 books and a budget of 4.8 million dollars. The primary service area of the library is Jersey City, the seat of Hudson County government and the second largest municipality in New Jersey with a 1990 population count of 228,537, a 2.2% rise from the 1980 enumeration of 223,532. The library traditionally has extended its services throughout Hudson County, which numbers 556,999.

For over 150 years Jersey City, as well as the remainder of Hudson County, has been a magnet for immigrants, and that role continues unabated. Jersey City is a multi-cultural and multi-racial community. Jersey City's minority

population grew substantially from 1980 to 1990, and has become more diverse. The city has witnessed a significant rise in the number of new residents who have been born and raised in the Middle East, the Philippines, India, Korea, Vietnam, the Caribbean, and Central and South America.

Jersey City's Hispanic population increased 33% over the past decade. The 1990 census figures show that the number of persons of Spanish origin has grown to 55,395 in Jersey City (183,465 in Hudson County).

The Asian population has had the largest increase with a 164% increase over the past decade. This includes Filipino, Asian-Indian, Chinese, Korean, Vietnamese, and Japanese. The number of Asian and Pacific Islanders now stands at 25,959 in Jersey City (36,777 in Hudson County).

The 1990 Census figures also reveal that blacks/African-Americans continue to be the city's largest racial minority group totaling 68,068 or approximately 30% of the city's total population.

As you can see, Jersey City Public Library must meet very diverse informational needs while it is beset with all the problems of an antiquated building (falling walls, lack of space, flooding), and constant budgetary constraints.

Despite numerous problems I have managed to persuade my library administration to make major improvements in the Documents Department. In fact, Jersey City Public Library not only avoided probation, but passed its last depository inspection (November 19, 1993) triumphantly. In the past year we received an unrestricted phone line, an older (but adequate) computer for our shelflist, two new microfiche cabinets, a new microfiche reader-printer, extra part-time help, and cataloging of our documents (at least a beginning).

The first positive change was that I was allowed to resume my full-time job as unit

head of the U.S. Government Documents Department (no longer covering the General Reference Department more than half my work time). When I go back to my job next week I will finally be receiving a new 486 computer with CD-ROM drive capability! At last I'll be able to use all those NTDB, NESE, and TIGER/Line CD-ROMs.

So now I would like to share with you what I did incorrectly in the past, and what positive actions this past year and a half have tremendously improved my Department's situation.

Following these six basic principles should help immensely in converting your library administration's attitude toward your department. Let me remind you of them again. To make it easier to remember them, they are the six "P" principles of proselytization: Professionalism, Positive Image emanating from a position of Power, Promotion, Priorities, Persistence, and Perseverance.

### **Professionalism**

"Characterized by or conforming to the technical or ethical standards of a profession; manifesting fine artistry or workmanship based on sound knowledge and conscientiousness; reflecting the results of education, training and experience (courtesy)." (Webster's Third New International Dictionary)

I thought that the qualities of professionalism would not have to be stressed to librarians, but unfortunately I have noticed that in some cases these characteristics do have to be reinforced. They include simple matters, such as answering questions promptly, and returning phone calls. (Many times this is not done, and people truly appreciate having their calls returned).

Treat all patrons (including staff and administration) courteously and with respect. (You may even be dealing with an unknown board member, councilman, friend of your



director, or a new director)! Always extend yourself for your patrons, and provide referrals when necessary.

Following these (and other) principles of common sense will reap many rewards. Displaying this professionalism will foster respect for yourself and your department, and establish good rapport with your director/administration. (I know that it made a good impression with my new director). Without respect or rapport you will find it extremely difficult to get anything.

### **Positive Image Emanating from a Position of Power**

You must have a positive image (not negative) of yourself and your department. You will embrace this image when you realize how powerful your department really is.

Many times Documents Departments are looked down upon or are completely overlooked. They get all or most of their documents *free*. People take "free" things for granted, and they don't appreciate their value or worth. This includes library directors and administration.

For years I had a negative image of my department and was completely resigned to a feeling of powerlessness. My immediate predecessor had always stated that the Documents Department was treated like a poor, unwanted stepchild or orphan. I had to change my attitude, and develop a positive image for myself, and my department and staff. If I didn't, I would have lost the department and depository status.

We were told by a previous Depository Inspector that Jersey City Public Library had a depository collection "worth a million dollars." And we do. Jersey City Public Library has been a depository library since 1879, and we have a large collection of old, and sometimes rare, Federal documents. For example, we have the Congressional Record

since 1873, and the United States Statutes at Large from volume 1.

We also have a fabulous collection of current material, including the NTDB, NESE, and TIGER/Line on CD-ROM. Thus, we have an invaluable collection of Federal documents.

As a depository, we serve a very large and diverse population. The depository collection at Jersey City Public Library serves to meet the Federal information needs for people of the 13th U.S. Congressional District for the State of New Jersey. Depository patrons include members of the local business community, high school and college students, employees of the local service agencies, and people of the ethnically diverse community with general information needs. Thus, we have a large and important community of patrons with information needs, and we provide public access to a wealth of government information.

We also have the legal force of Title 44 U.S.C. behind us. Public access is guaranteed by law. The library administration must be reminded of its legal responsibilities as a participant in the Depository program. We are lucky to have the support and encouragement of the staff of the Library Programs Service of the U.S. Government Printing Office. Just show your administration the guidelines and standards, which are in the Federal Depository Library Manual.

We also have the support of our network of other depositories, especially our Regional Depository.

We also have the threat of our regular depository inspections.

Most Documents Departments also have hard-working, dedicated, and conscientious staffs. This is the case at Jersey City Public Library. They were totally committed to not only passing our last inspection, but to passing it triumphantly.

Thus, you can see that we all have powerful Departments with valuable collections, patrons, staff, and support networks. Change your attitude, and the library administration will change theirs.

### **Promotion**

Once you have developed a positive image emanating from a position of power, you are ready to *promote* your fantastic collection. Even if it is not your style, you must be assertive in promoting your department. It had never been my style to promote the Documents Department. It had also never been a priority in the Jersey City Public Library to engage in public relations. That has changed in the past year.

Become your own public relations firm. Also look for support from your library's publicity division. Promote to your director, staff, branches, other libraries, and to your public and community.

Promote to your director/administration by routing appropriate and relevant documents to their attention. Also route important copies of Administrative Notes to them to keep them abreast of changes and current events in the Depository Program of GPO.

Promote your diverse and invaluable collection to staff in other departments and/or branches. Also route appropriate documents to staff in branches and other departments. It is also important to conduct workshops or orientations for branches, etc. to make them aware of all that the Documents Department has to offer. Promotion to one of the other departments in my library resulted in the Documents Department receiving a computer from a local business. (One of my colleagues in the New Jersey Room, who valued the Depository collection, relayed the Documents Department's need of a computer for shelflisting.)

Always promote your department to your public and your community. There are many ways you can do this. Follow some of the many suggestions in the Federal Depository Library Manual.

Besides regular window displays, I have conducted workshops for both the public and staff. These workshops are always advertised in the newspapers.

Recently Jersey City Public Library has been doing more public relations than ever before. Press releases are now done on a regular basis. There were press releases both for our recent successful inspection and for my presentation at this Federal Depository Conference. One is soon to be released on the formation of the Hudson County Federal Documents Network, which was recently formed by the Jersey City Public Library, Jersey City State College Library, and Bayonne Public Library. This cooperative network will also help to promote all three depositories.

I have also started to publish a newsletter entitled "News and Information about U.S. Government Publications." The first one included a user survey, which will be featured periodically. The newsletter has been well received by the public, who look forward to expressing their opinions on their information needs. At the same time, they are discovering what resources are available at their local depository.

These are only some of the suggestions for promotion of your depository. Just remember to be assertive, not passive. Don't keep your department a hidden treasure. Advertise it. In the long run, it pays to advertise.

An important caveat regarding promotion of your documents collection. *Never* promote your department at the expense of any other department or the library as a whole. Stress how aiding your department enhances other departments, and the entire library system.

## Priorities

When approaching your library director or administration about your department's needs, establish priorities. Ask for those things which meet certain criteria. Analyze your collection thoroughly. (Do a zero-based item number review).

They should be the most cost effective. They should provide the most public access, thereby increasing circulation. This will then provide the most use of your valuable collection and resources.

For example, I needed the microfiche cabinets and microfiche reader-printer because of my large collection of hearings (most of which are on fiche). I also chose a subscription to Taylor's Federal Research Service over several expensive books because of their telephone information service. I can get much more current information and copies of current laws, etc. from this type of service.

When you do receive some of your needs from your library director/administration, always remember to thank them for all their encouragement and support repeatedly.

## Persistence

"To refuse to give up, especially when faced with opposition or difficulty; to continue insistently, as in repeating." (Webster's New World Dictionary, 2nd college ed.)

When you have a particular need, write memos constantly—daily, weekly, or monthly. Call and ask for a five or ten minute meeting to discuss an idea. Do this often. Route Administrative Notes which deal with technical or electronic requisites. Never give up. If you call or write constantly, they will give you something just to get you off their backs for awhile.

**Perseverance**—"To continue in some effort, in spite of difficulty; patient effort over a long period". (Webster's New World Dictionary, 2nd college ed.)

I had to persevere for seven years before I finally got some results, but it was worth it. Don't allow discouragement and despair to dissuade you from your ultimate goal. If you don't succeed at first, try again. If there is a new person in the administration, bring your request to them. They may grant it. Even if the same person is still there, approach them again at a later time. They may be in a different frame of mind, and ready to accept your idea now. Refuse to give up hope.

I am still in the process of using these techniques myself. But I can already see positive results. If you use these six "P" principles on your library administration, I am sure that you will reap some of the same rewards.



# Communicating Depository Needs to Library Administration

Anne Watts  
St. Louis Public Library  
St. Louis, MO

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## **Twelve Step Program for Successful Communication With Your Library Administration: The 90's Approach**

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|--|---|
| Step 1: Pick the right boss!   | Step 8: Develop creative suggestions and solutions to problems. Develop a track record. Demonstrate success with small projects.  |
| Step 2: Develop a vision for your department or project. Be certain that it is within your institutional mission.  | Step 9: Be prepared. Have draft proposals ready or lists of materials or equipment that you would order, if resources were available.   |
| Step 3: Educate your administration on an ongoing basis about your government information collection.  | Step 10: Present your request attractively and clearly.   |
| Step 4: Be aggressive, passionate and POSITIVE about your requests.  | Step 11: Develop a geological sense of time. Be willing to wait. While waiting, be a pest, continue to plan and refine your request.  |
| Step 5: Develop partnerships both inside and outside your organization. Leverage, broker, trade, swap and learn from others around you.                    | Step 12: Maintain your professional credibility. If your needs change or if another effort has a higher priority than your project, be willing to support the other effort until resources can be channelled in your direction. |
| Step 6: Be prepared and willing to share what you know!  |   |
| Step 7: Know how your library system works. Understand the budgeting process. Understand how information is shared within your organization. Be political. |   |





# Marketing Business Resources

John Autio  
Anderson Public Library  
Anderson, IN

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## Introductory Remarks

April 13, 1994. The phone rings in the reference department of the Anderson Public Library and the following transaction occurs:

"What is the definition of Purgatory?"

"Why, working in a public library during tax season of course."

The topic of this session is marketing business resources. However, before proceeding any further, a working definition of this term should be provided. I have found the following to be useful:

"Marketing is **not** advertising, but rather it is determining needs and then meeting them."

Keep this in mind throughout this presentation. This determining and meeting of needs is always implicit in every action described, even if it appears I am speaking of advertising and publicity.

## Our Emphasis

Collection development in the area of business leans heavily toward the potential businessperson at Anderson Public Library.

The depository collection contains a great deal of material which is most suitable for persons interested in starting a business, as well as for those who are already well

established. The following items are highlighted and noted as being among the most useful items we receive:

The General Census  
County Business Patterns  
SBA Publications  
OSHA CD  
NTDB/NESE CD-ROMs

Thus within the overall plan of collection development, government publications play a prominent role.

## Points of Contact

It is an unfortunate fact that many people do not consider the public library as a source of information (gasp!) to help them in their quest to establish a business.

It is therefore necessary for the library to establish a relationship with those entities which individuals are likely to approach for the information they need.

Establishment of this relationship serves a twofold purpose, the first being to reach those persons who are not coming into the library; and the second, to determine the **needs** of the business community and entrepreneurs.

Determining needs is the key to serving your target audience. After all, without knowing these needs it is impossible to develop a collection to meet them!

Some local agencies to contact are:

- The Chamber of Commerce
- The SCORE Chapter
- Small Business Development Center
- Any College or University
- Business Associations or clubs
- Your Congressperson's office

Each of these agencies will be able to tell you what the informational needs of their clients are and you will also learn what the library must do to reach them.

As a depository library, the relationship with the Congressional office is a very important one.

For a public library this office is often the primary contact point for potential patrons in the Congressional district which you must serve as well as the narrower library district you are in.

### **Getting the Word Out**

Publicizing your services is the second, but often simultaneous, step in marketing your business library.

It often happens while you are making the contacts previously discussed.

Printed materials in the form of brochures are useful. These may be distributed to contact agencies, put in display areas at the library and used in creating information packets for interested individuals. A business card is also a nice touch.

A monthly annotated bibliography of new or important items is also useful. This can be a means of reaching existing businesses in your community. A mailing list can be developed with the Chamber of Commerce.

Displays in the library can catch the eye of the casual browser and ignite interest in your service.

Displays can be large or small. At Anderson we have a large section of shelving at our disposal for the purpose of showing off government publications.

Within the collection itself, open areas are used to display information brochures and attractive publications of potential interest. Bookmarks stating "This item may be checked out" encourage circulation.

Participation in SCORE workshops has been a regular feature of our marketing strategy.

Our local chapter conducts at least one major workshop per year and one or two smaller workshops as well on topics of interest. The library is always a presenter at these occasions.

The annual Business to Business show is also an event which the library participates in. We rent the booth next to the SCORE Chapter booth and bring in a computer to show off our wares to all and sundry.

This show is also a very good venue in which to meet and talk with the business community.

### **Conclusion**

When considering marketing it is good to keep in mind the definition which I first proposed to you at the beginning of this session—that of marketing as a determining of needs and the meeting of those needs.

Determining those needs is a cooperative effort. Find those groups or agencies which are doing the same thing you are doing and work with them.

Finally, **have** the material to back up anything you say you can do.

ANDERSON PUBLIC LIBRARY  
9-9 Monday - Thursday  
9-5:30 Friday & Saturday  
1-5 Sunday

EXTENSION SERVICES/OUTREACH  
8-5 Monday - Friday

LAPEL  
9-9 Monday - Thursday  
9-5 Friday & Saturday



July, 1992

LET US PUT OUR KNOWS  
INTO YOUR BUSINESS....



GOVERNMENT  
PUBLICATIONS  
OF SPECIAL INTEREST  
TO  
BUSINESS

GOVERNMENT PUBLICATIONS OF INTEREST TO BUSINESS FROM THE  
ANDERSON PUBLIC LIBRARY

SMALL BUSINESS ADMINISTRATION PUBLICATIONS

Subjects include: Communication, Business Plans, Budgets,  
Locating a Business, Inventory Control and more.

GOVERNMENT CONTRACTS AND CONTRACT REGULATIONS

Federal Acquisition Regulations, CD-ROM (Quarterly)  
Commerce Business Daily, Paper Format

DEMOGRAPHICS AND BUSINESS STATISTICS

1990 Census, STF 1 and 3, CD-ROM  
Census of Agriculture, CD-ROM and Paper  
Economic Census of the United States, CD-ROM and Paper  
Retail  
Wholesale  
Service  
Transportation  
National Economic Social and Environmental Data Bank,  
CD-ROM  
Regional Economic Information, CD-ROM

REGULATIONS

The Code of Federal Regulations, Paper  
EPA Toxic Waste Inventory, CD-ROM  
OSHA Regulations, CD-ROM

IMPORT/EXPORT

National Trade Data Bank, CD-ROM, Monthly  
Business America, Periodical, Monthly  
Commercial News USA, Monthly

PERIODICALS

Area Trends in Employment and Unemployment, Monthly  
Business Conditions, Monthly  
CPI Detailed Report, Monthly  
Economic Indicators, Monthly  
Employment and Earnings, Monthly  
Federal Reserve Bulletin, Monthly  
Survey of Current Business, Monthly  
Trade and Employment, Quarterly

Please note that the majority of items of use to new and existing businesses produced by the government are now on CD-ROM. This is a positive development as it gives you, the customer, access to far more data, more quickly than ever before.

Assistance is available at the Reference Desk in the main reading room.

# Marketing Business Resources

Anita Daniel  
Wayne Public Library  
Wayne, NJ

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Hi. My name is Anita Daniel. I'm from Wayne Public Library in Wayne, NJ. It's a medium-sized public library. Some basic statistics on it: Wayne's population is 50,000; Passaic County's is 453,000. Not only do we serve most of Passaic County, but patrons from nearby towns in adjacent Bergen and Morris Counties also use us. This makes our potential patron area close to half a million people.

Despite its relatively small population, Wayne is a business center. It has five Fortune 500 corporate headquarters, major branches of other companies, a great many small-to-medium-sized companies, and a 10,000-student state college within its borders.

We are about the best all-around library in the county. There is no county library, and all libraries are independent. Even though, as I said a moment ago, we are heavily used not just by Passaic County but by nearby Bergen and Morris Counties too, all our funding comes from Wayne Township.

Our library budget is \$1.8 million. We own 230,000 volumes, 100,000 documents as a 24 percent depository, and 437 periodical titles. We circulated 365,000 books last year, handled 38,000 reference questions, and are open 69 hours a week.

However, all is not rosy by any means. In the past 15 years Wayne Public Library has gone from having (in addition to the main library) two branches and a bookmobile, to having now just one branch and no

bookmobile. From eleven full-time librarians we have dropped to six. The clerical staffing has been even harder hit. Among libraries of a similar budget in New Jersey, Wayne's salaries are in the bottom quartile.

As I suspect you can see, we have some major problems in providing documents services under these conditions. For one thing, although the library is open 69 hours a week, the documents job covers only 35 of them. All non-administrator librarians on the staff do reference duty, but because of our staffing problems that's not enough, and we therefore unfortunately have to rely heavily on substitutes. Thus we have a fairly large number of people—around 14 or 15—who may get asked questions that involve documents.

We view our job in Documents, with respect to the business community, as threefold:

- 1) we have to have the documents that businesses might need,
- 2) we have to get word to the businesses about what we have, and
- 3) we have to be sure that, when business patrons come to the library, whoever answers their questions knows about what's available in documents.

Let's take the outreach efforts first. With the cutbacks, lately a lot of our outreach has been passive. We have a documents bulletin



board over the main Xerox machine. On it we display copies of title pages of hot new documents, newspaper articles about documents, and announcements relating to documents. We write the SuDocs number next to each item, so that when someone asks a librarian for further information, the librarian merely has to look at the copy to see the SuDocs number and retrieve the document.

In the business reference section we have an open shelf of business periodicals, and at the end of the shelf we keep some government periodicals including Commerce Business Daily, CPI Detailed Report, Economic Indicators, Employment Trends (New York and northern New Jersey), Employment and Earnings, Federal Reserve Bulletin, Foreign Economic Trends, Monthly Labor Review, Overseas Business Reports, and Survey of Current Business. A lot of our information centers on the economic and demographic.

In the past couple of months we have gotten our own documents computer, facing the reference desk. Loaded on it are Marcive's GPO Cat/PAC plus, the two New Jersey STF 3As, both NTDBs, and NESE. To aid patrons, we have printed out the manuals for NTDB and NESE. The manuals help, and we also try to show the librarians the rudiments of searching. Since none of us is really proficient, we have established a policy of allowing patrons to call the Commerce Department from a portable library phone if more help is needed, and we absorb the cost.

It would also be good to have a list of our CDs with brief annotations, and a pamphlet discussing each CD, what can be found on it, how to get at the information, and what form the information will come out in.

The library publishes a newsletter called Business in Brief, which used to come out quarterly but is now twice a year. It keeps patrons informed on what's new in Business Reference and documents for business. This is an 8-1/2 by 11" sheet, double-sided. The Documents Department is given half a page to

tout the latest government publications of interest to business. It is left in various areas of the library for free pickup.

Also, as part of our passive outreach, we have made sure that documents information is included in business reference pamphlets. One entire page is devoted to government documents. We also put out our own annotated list, "Documents for the Business Community." These are left in business reference and are available to be taken.

In the past we had a more active outreach program. We used to have business breakfasts from 7:30 to 9:30 a.m. several times a year. The state's Department of Commerce and Industry provided a list of businesses in our town, and we invited all of them. We would serve juice, coffee, tea, and rolls, and display and discuss new business reference materials and documents.

Later, we held open houses once a year. These would be held in the meeting room, with tables set up around the perimeter displaying business reference materials, including computerized products. Librarians would cover from one to two tables, being available for questions or demonstrations.

For these, invitations were mailed to businesses, with the back of the sheet being an acceptance form which could be faxed to the library. A lot of businesspeople came. As a side benefit, a lot of librarians from other libraries came, AND a lot of people from Wayne's Town Hall. If you want municipal government to know how useful you are, this is one quick way.

Next, let me talk about the problem of making sure that business patrons get referred to document information when they do come to the library. The large size of our reference staff, with many substitutes, as already mentioned, makes this a challenge, but it's so important we work hard at it. We try to keep the other librarians up to speed, so that when questions come in, they'll be able to handle at least the easy ones. When new CDs come in,



we teach them what we know. In addition, we periodically review with them ways of searching Marcive, OCLC by government number and scan title, Andriot, and PRF.

In the Documents Department we feel that we could offer a great deal more service beyond the newsletters and printed guides. It's fair to say that, in general, the business community really has no idea how much information is available to them. We try to think of new ways to get the word out.

Our passive outreach, with the documents computer in general reference, our periodicals in with the business periodicals, and the bulletin board do help. Frequently updated newsletters, library guides, and documents guides also help. If we can get the open houses and business breakfasts going again, they will help too.

But perhaps the most important is a close working relationship with reference librarians and the business librarian. To be included, as we are, in business reference is a tremendous advantage. But most of all, you need reference librarians who can help the patron. If a business has a question and gets it answered, it will come back for more help. We need librarians who are able to help, even if only to begin the work on the question.

Conferences like this are also valuable. There's no reason for each library to try to figure out independently how to reach out. Meeting together can help us to maximize what we do have.



# Marketing Business Resources

Nancy Trott  
Business Library  
Brooklyn Public Library  
Brooklyn, NY

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Good morning. I am Nancy Trott, the government documents librarian at the Brooklyn Public Library Business Library.

There are three public library systems in New York City. The New York Public Library, the Queensborough Public Library and the Brooklyn Public Library. The Brooklyn Public Library, with a Central Library, 59 branches and the Business Library serves the most populous of the five New York City boroughs.

The Brooklyn Public Library's Business Library was established in 1943. We have been told that we are one of the largest public business libraries in the country. Our collection is broad based, covering all aspects of business such as finance, investment, real estate, marketing, advertising, economics, international business and trade, small business, statistics and demographics.

We have 130,000 volumes and subscribe to over 1400 periodicals. The staff of the Brooklyn Public Library Business Library is composed of 10 librarians, 9 clerks, and between 6 and 8 part time student assistants. The staff handles between 140 and 150 phone calls a day and answers an average of 400 questions a day.

Our collection is arranged by Dewey classification. However, we have created separate sections for U.S. business directories; international business directories; service directories; and product directories - a total of 2800 titles. Who's who type directories;

United States, New York State, and New York City laws and regulations; financial directories; financial services; and looseleaf services all have specially designated areas.

You might then ask "What about your government documents collection?" It is not in any of the above mentioned special categories. We have debated the idea of pulling out material from the collection on particular topics and have always come to the same conclusion. The collection works better and we work better with it when it remains a unit.

Let me back track one moment and describe the Brooklyn Business Library's documents collection. We are a selective depository with a 25% item selection rate. 975 of the titles we select are cataloged as open entries. However, almost all government documents are cataloged. Of course, any directories we receive go into our directory sections. Otherwise, our policy is to have a fully integrated collection.

Our collection development policy is quite specific. We select almost everything from the Commerce Department, Labor Department, and the Treasury. From other departments we choose statistical annuals and publications that deal with business or marketing information and government contracts and procurement. We also select publications from independent agencies and government corporations with economic responsibilities such as the Commodity

Futures Trading Commission, Export-Import Bank; Securities and Exchange Commission, Federal Trade Commission, the Small Business Administration, and the Federal Reserve. We also select committee prints and hearings from House and Senate committees primarily concerned with commerce, business, finance, budget, and taxes.

Now that I have described the Brooklyn Public Library Business Library and its government documents collection, let's talk about marketing government business resources. Just as a new business has to, you have to identify your customers, identify their needs, and then devise methods of letting your customers know what you can do to fill their needs. Of course this last step is the heart of why we are here today.

On the surface it seems like an straightforward task for a library to identify its users. For example, a law firm or academic library has a predefined clientele. It may seem easy for a public library. The residents of the immediate community are the patrons. But can I accurately say that the 2.3 million residents of Brooklyn are the Business Library's market? The Business Library is located in downtown Brooklyn, the heart of the borough's government and a major business district. There are five colleges in the immediate vicinity. Many commuters come into downtown every day. The area is easily accessible by car and public transportation.

Observation and experience indicate that our subset of patrons are students, the people who work in the area, and small business owners as well as neighborhood residents, individual investors, and independent researchers. We know from our telephone reference work that users include special and public librarians. We receive calls daily from people who live in the tristate area as well as across the country. Before I forget, we also accommodate a rapidly increasing immigrant population with an entrepreneurial bent who are eagerly setting up small businesses.

The point I am trying to make is that you have to dig below the surface to identify your users. Are you in a central business district or do you largely serve a suburban population? Do small businesses form the backbone of your community's economy? Are there institutions of higher education in your community? What do you know from talking to your patrons?

Once you have established who your patrons are, you can begin identifying their information needs. As a beginning step, what questions about business do your patrons ask that you cannot readily answer with sources at hand? At the Brooklyn Business Library we keep track of questions we cannot answer and areas where we need to beef up our collection.

Business people could need information on their immediate community such as demographics and industry information; what government funding sources and assistance programs are available; what the export market is for their products; where they can find information on importing or on government regulations affecting their business.

What about students? Their information needs will be slightly different. Commonly asked topics are industry data; career information; data on the United States economy; United States laws, and so forth.

Job seekers are another substantial group. What are prevailing wages for a chosen occupation? What is the employment outlook for particular industries and professions? What are the fastest growing occupations? Where are the growing communities? What is the employment rate there?

Now that your patrons and their information needs have been identified the next step is the promotion of the collection. What does the Brooklyn Public Library Business Library do?

Since government documents are such an integral part of the entire collection, it becomes a challenge to market them. Marketing documents is almost synonymous with marketing the Business Library. Brooklyn Public Library has a very active external affairs department that is always on the lookout for ways to promote its own special library, the Business Library. They have been responsible for many articles that have appeared in the local press over the last six months, especially since the library has undergone substantial renovation and modernization. The articles in the city papers as well as the community/neighborhood newspapers emphasized our Local Area Network through which patrons can access the National Trade Data Bank; Summary Tape File 3A census data for New York City; and Autographics Government Documents Catalog Subscription.

There are seven workstations on the LAN and four dial in lines which will soon be available to the public. We also have two other computer workstations with CD-ROM minichangers that are almost exclusively devoted to government CDs. There patrons can access the National Economic Social and Environmental Databank; Merchandise Imports; Merchandise Exports; County Business Patterns; Summary Tape File 3B Census Data by Zip Code; USA Counties; and the Regional Economic Information System.

The Business Library is in the process of updating a very popular service—a series of Minilists on frequently requested topics. These are one page ready reference guides to get patrons started on their research. They concentrate on circulating books and highlight major reference sources. The Minilists on export/import, small business, and demographics heavily concentrate on government publications.

We also give tours to a wide variety of groups. Recently we have toured groups of students from Brooklyn based community colleges. A few high school business/career classes have also received orientation to the Business Library. Another important group to

receive tours are librarians. We have toured groups of academic librarians and special librarians. Keep in mind that your colleagues can be some of your best press agents.

Another extremely important group to receive orientation to the Business Library is local business organizations. We have provided meeting space and toured through our facility, the Brooklyn Chamber of Commerce, the Downtown Brooklyn Development Association, and a group of representatives of local small business and development associations. We recently presented a program on export/import information sources featuring the National Trade Data Bank to a new business group called Brooklyn Information Technology International Consortium.

The Business Library sends staff to a monthly Marketplace sponsored by the Brooklyn Chamber of Commerce. Organizations and businesses promote their services to Chamber meeting participants. Last week, staff participated in an all day small business conference sponsored by New York City and 2 major corporations.

As another simple measure, we have offered a select number of Federal documents for sale. The 10 or so titles we offered included booklets on trademarks, patents, exporting, importing, and managing a small business.

What do we have in the works? We are talking about creating a monthly display on current topics featuring recent acquisitions and major sources of information, including documents.

We have been asked to contribute a monthly column for a local business paper on library resources.

In our experience, one of the best ways to "advertise" is through professional groups: submit an article to the newsletter of your local chapter of Special Libraries Association. Offer to write a brief piece for the local

Chamber of Commerce newsletter or speak at one of their meetings. We find that patrons are referred to us by both the New York City and the Brooklyn Chambers of Commerce. Also the regional U.S. Department of Commerce office refers the public to us, especially for use of NTDB and Census CDs.

More important than all the promotion we do, is having a thoroughly trained staff. It is my responsibility to train new staff in the access points to the documents collection; to train all staff in use of the government CD-ROMs; to write instruction manuals for the CDs; to highlight new document sources at staff meetings. My responsibility is to take away the mystique of Federal documents.

It is all well and good to have your marketing plan down but how do you find all those wonderful business related government documents? This brings us to a discussion of selection tools.

First, let me mention the obvious selection tools and get them out of the way. Go through the Suggested Core Collection in the Federal Depository Library Manual. If you have not selected all the business and economic related titles, add them now but use some discretion. For example, if your library is not located in or near farming areas, your selection from the Agriculture Department can be limited. If you will excuse a momentary digression, I would like to put in a plug for the National Trade Data Bank. It is a core title and extremely useful. Having the NTDB available to the public means that you do not have to select separately many government titles. The CIA Factbook, Foreign Economic Trends and Overseas Business Reports, Background Notes from the State Department, Basic Guide to Exporting, Foreign Labor Trends and the Export Yellow Pages come quickly to mind. The NTDB has become a critical resource for our patrons.

I go through New Books: Publications for Sale by the Government Printing Office. I look through Monthly Product Announcement: New Products from the Bureau of the Census.

Look at those shipping lists under items you do not receive. Ordering information is often given or check the PRF for titles you are interested in. Request to be on the mailing list for the Census Bureau Library's Acquisition List. I look at the program list in the NTDB every month to see if anything new is added that is also available in print. Because we are so large, the Business Library acquires publications in many formats. I also go through the NTIS catalog, U.S. Government Subscriptions from the GPO, and catalogs/lists of publications from the Energy Information Administration and the Agricultural Research Service. I also check the Subject Bibliographies (item no. 552-A) from the GPO for titles that are pertinent to the collection but we don't select.

Request to be placed on the mailing list for releases from your nearest regional office of the Bureau of Labor Statistics, your regional Federal Reserve Bank, and Small Business Administration office. To inquire about publications from any agency, contact the publications or public affairs office in Washington.

I also use independent sources as selection tools. We have a subscription to American Statistics Index from CIS. My assistant and I go through every issue to check for publications relevant to our collection. The Business Library receives acquisition lists from a number of libraries. Notable are Harvard Business School Baker Library's Recent Additions which comes out monthly; the Library Bulletin of The Port Authority of New York and New Jersey, also a monthly; Book News from the Research Library at the Federal Reserve Bank of Boston, a bimonthly; and Library News of Recent Acquisitions from the Federal Reserve Bank of New York, another bimonthly.

Another basic reference source, Andriot's Guide to U.S. Government Publications, can be useful because it includes many brief annotations and good keyword, title and agency indexes.



I would like to conclude with a couple of anecdotes about what publicity can do for you. Two months ago a brief paragraph about the Business Library was placed in the local utility newsletter that gets mailed with the bills. It generated an increased volume of phone calls and possible walk-in patrons as well. Last week a very complimentary article appeared in a fairly new local publication called the Small Business Gazette. The writer had come to one of our tours. His focus was on the electronic products, especially the NTDB. Since last Friday we have been inundated with patrons coming to use our computers. We had been coasting since November with no sign up for our seven workstations. When I left Tuesday morning there were sign up sheets at every workstation.



# Government Information Locator Service

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# Government Information Locator Service

Mark Scully

Office of Electronic Information Dissemination Services  
U.S. Government Printing Office  
Washington, DC

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I am pleased to be with you this afternoon to tell you about the GPO's efforts toward developing an electronic directory of Federal electronic information. As you know, the GPO ACCESS Act, which was enacted on June 8, 1993, directed GPO to develop and operate a comprehensive Federal electronic locator service that enables public users to identify and locate Government information sources.

The idea of a Federal locator or directory for electronic data files is not a new one. There have been a number of studies and legislative initiatives seeking to address the vast quantities of government information that is not easy to acquire in large part because it is not easy to find.

Assignment of the responsibility for a government-wide locator to GPO is a logical extension of our responsibility for the publication of the Monthly Catalog of U.S. Government Publications, better known to this audience as MoCat. For almost a century MoCat has served as a kind of government-wide locator for paper, microfilm, and, more recently, electronic publications—over 32,000 records per year.

However, MoCat is not the comprehensive government locator envisioned by the GPO ACCESS legislation. While there is some overlap with NASA STAR, Energy Research Abstracts, Government Reports Announcements, and other major Federal indexes, MoCat has, in general, sought to

avoid duplication of entries from such sources. Moreover, while Federal agencies are required by statute to submit copies of their documents to the Superintendent of Documents for the purpose of cataloging to MoCat, this requirement does not extend to CD-ROMs or other electronic products.

MoCat's coverage of electronic information products has largely resulted from the inclusion of CD-ROM and diskette based products in the GPO Sales Program and obtained for distribution to Federal depository libraries. While it is not limited to items that are sold by GPO or distributed to depository libraries, that has been a major source of information for MoCat. The new legislation gives GPO the responsibility—although no additional funding—to provide a more comprehensive directory or locator of electronic information available from the Federal Government.

This relates to another reason for assigning this responsibility to GPO: our printing and printing procurement services. There is virtually nothing that finds its way into print today that does not exist somewhere in its life cycle in an electronic form. Manuscript developed on word processors, graphics developed using a variety of desktop or CAD-CAM systems, digital maps, tables developed through database or spreadsheet applications, and I could go on.... Right now many of those electronic files are treated as disposables in the process of producing a printed publication. And many agencies are

spending considerable resources to go back and recreate in electronic form information that is now available only in print or microform as they move into CD-ROM and other electronic dissemination.

Clearly, capturing these electronic files, storing them, and describing them so that they can be located and utilized by the government and the public in the future is a logical and practical step. And the GPO ACCESS legislation requires GPO to create a storage facility and to develop a directory that will accomplish these goals.

As the government moves to producing databases with print, CD-ROM, and other publications formats as by-products, all us will have to change the way we generate, store, and describe our information. GPO can—and will—provide leadership and technical assistance to agencies in that process, and in the future we expect to incorporate information about databases that come through GPO into the locator, much as we routinely create records for the paper publications in MoCat today.

This, however, is only the tip of the iceberg. Many, many electronic files reside in agencies and never go through a publication process that would send them through GPO production or procurement. Some are large, organized databases; many more are the "gray literature" of electronic information.

Furthermore, the MoCat model requires a centralized staff at GPO to catalog publications that are either produced or procured through GPO (and therefore we have copies) or that the agencies have submitted to us in accordance with Title 44. Although CD-ROMs and some other electronic products lend themselves well to this method, and we encourage agencies to include them in MoCat to facilitate public identification and access to them, we are not seeking to expand centralized "cataloging" to fulfil the mandate of the GPO ACCESS legislation, nor are we requesting that agencies provide GPO with copies of their databases for us to describe.

In developing the locator, GPO is seeking to design a system that permits and encourages agencies to make information about their electronic information available locally, in a distributed system, under the agencies' control. We are working with a contractor on the development of a prototype locator that will be fully operational by June of this year.

The implementation will use a phased approach, and the initial set of information will be available by June, with additional agencies or information sources being added gradually thereafter. This will result not in a single, central locator, but rather in inter-related, model locators in several different locations, linked by a central Registry at GPO.

The initial sets of information will use databases already available from participating agencies. Major GPO sources, like MoCat and our Publications Reference File (PRF) will be included, as will the Library of Congress' Congressional Bill Digest. Other agencies are also working with GPO to incorporate their data in later phases.

The Prototype Locator will provide access to the specific publication records contained in the MoCat and PRF databases, linking that information to software that will permit the users to place orders for items they wish to purchase or obtain referrals to specific Federal depository libraries that have received those items. Similarly, inclusion of the Congressional Bill Digest will facilitate public identification of legislation enacted or in process. This will result in information that will permit the user to identify bills and then order the full text from the Postscript files stored at GPO.

The locator will be capable of accessing WAIS servers, but it will also access mainframe applications or other types of systems. For example, the software developed by our contractor will permit natural language queries to be run against the LC database, running on the SCORPIO system.



The idea is that, if an agency is already offering information online, the locator software will be adapted to the record format and system currently in use. We do not expect that an agency will be required to restructure their data or mount the data in an additional system in order to participate in the locator. On the other hand, if an agency wants to mount data for public access in a separate system for security or other reasons, the locator will accommodate the distribution method chosen by the agency.

We want this to be a practical, real world demonstration of a low cost way to accomplish the public information goals of participating agencies while fulfilling our requirement under the GPO ACCESS legislation. We see GPO's role as a facilitator and a coordinator. GPO will be the host of the central Registry service that links the distributed pieces of the locator service. GPO will provide tools and training for agency personnel to assist them in the implementation of their own portion of the locator—and it will act as a service bureau for those agencies that cannot or do not choose to build their own.

Thus each agency can work at its own pace, based on available resources and interest. Each agency can determine the level of specificity of the records to be added to the locator. Some agencies will make only macro records, like the GILS core-list records, available. Others will offer very specific information like our PRF and MoCat—identifying a single map, a CD-ROM disc, a specific report or document, a spreadsheet, a speech—whatever they can and want to inform the public about.

We feel that GPO can provide "marketing" of the locator, as well as user assistance and training to supplement agency efforts. We will develop several public domain user interfaces that can be used by the public directly or through their Federal depository libraries to access the locator. These will be models, but the system will allow agencies or users to develop alternative interfaces.

As a distributed system, each agency's locator can be maintained locally and accessed directly by users, but it can also be linked (networked), so that users can search across many agencies. Again, we see GPO's role as the place where a user might start if they are not sure which agency is likely to have information that would assist them, but not as the only path into the system.

During the coming months we will be seeking opportunities to demonstrate the prototype system and to obtain feedback from the agencies and the public to assist us in development of a useful model. We expect to use the prototypes as a means to demonstrate the capabilities of the locator service, refine the design, develop tools and training materials for agencies and the public, and obtain information that will allow us to project costs for a fully operational system.

We expect the system to provide referrals to sources, including depository libraries that may already have the referenced data, to take orders for subsequent delivery where that is appropriate, and in some instances to "gateway" or otherwise connect the users to a source where they can immediately obtain the information they seek. These capabilities will be demonstrated by the Prototype and expanded by the participation of other agencies.

The locator RECORDS will be electronic, but we are not limiting the locator CONTENT to electronic information, although that is clearly the emphasis and the requirement of the law. The public wants to find INFORMATION and should be informed about the availability of that information in various formats.

It is very useful to know that you can get the Federal Acquisition Regulations or the US Code on a CD-ROM as well as in paper. It is helpful to have the choice of bulletin board access, diskettes or paper for EPA's Federal Register documents or HCFA's Medicare fee schedules.

Similarly, sometimes the best answer to a query is referral to an expert or an information center that can provide personal service. The media should not be allowed to get in the way of the message.

Although the law allows fees to recover the costs of the locator, at present we are considering offering this as a free public service, with many of the costs distributed across the participating agencies. GPO will continue to fund its portion of the expenses from surplus sales revenue at least through the end of 1994.

Now, it's all well and good for me to stand here and talk about the Federal Locator, but it would be far better to see an operating Locator with your own eyes. So, I am pleased to tell you that you will have a chance to see the Prototype Locator in operation tomorrow evening. We are very interested in getting your reactions and suggestions concerning the Prototype Locator.

# Promoting Consumer Access & Self Advocacy Utility of U.S. Government Publications on the Americans with Disabilities Act

R. Brantley Cagle Jr.  
McNeese State University Library  
Lake Charles, LA

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## Executive Summary

Identifying and accessing appropriate government information resources on issues regarding civil rights of over 43 million individuals with disabilities is becoming a major library service issue of the 1990's. In the finding statement for the Americans with Disabilities Act of 1990 (ADA), Congress concluded that "individuals with disabilities are a discrete and insular minority who have been faced with restrictions and limitations, subjected to a history of purposeful unequal treatment and relegated to a position of political powerlessness in our society..."

A nationwide Louis Harris survey on the ADA suggests that those most affected by the Americans with Disabilities Act of 1990 remain largely uninformed about the law. "Only 41% of the American people are aware of the ADA--and, disturbingly, among those directly affected, people with disabilities themselves, only 25% are aware of the law." Individuals who seek to be self-advocates are confronted and often overwhelmed by a voluminous explosion of over 5000 pages of Federal information pertaining to the "world's first comprehensive declaration of equality for people with disabilities" (ADA). Even though this deluge of information is intended to maximize opportunity and participation in the community, it comes in too cumbersome a

form to be truly useful. These 43 million Americans "as a group occupy an inferior status in our society, and are severely disadvantaged socially, vocationally, economically, and educationally" (ADA). They are trying to use government documents effectively while acting as their own advocates.

The lack of awareness about ADA is due in part to what Congress acknowledged as a consistent pattern of mistreatment. The ADA acknowledges that "historically, society has tended to isolate and segregate individuals with disabilities, and despite some improvements such forms of discrimination against individuals with disabilities continue to be a serious and pervasive social problem..."

The Harris poll revealed that individuals with disabilities in general have "less education, lower employment and income levels, and less access than their non-disabled counterparts." In addition to these general findings, most individuals with disabilities have limited library access skills. Prior to ADA civil rights provisions, legal materials consisted of fragmented laws, scattered regulations, inconsistent policies and program specific entitlements. Self advocates' access to government information is often limited by a lack of library skills. This lack of skills is aggravated by the pervasive practice of direct

distribution of government information to "caregivers" instead of to individuals with disabilities.

In order to increase ADA awareness and make ADA documents more useful, the ADA documents must be available at specific levels of need. Most library users of government information on ADA need individualized reference service. A significant number of ADA general awareness reference requests are for 1-5 page summaries of ADA, or for very brief title specific highlights in fact sheet formats. Once such introductory issue search information is acquired, then the patron can continue to search for more detailed agency overviews of ADA, i.e., ADA: Your Responsibilities as an Employer.

The most used U.S. document for accessing ADA law, regulations, and standards in the McNeese State University Library document collection is the ADA Handbook. This 300-page tool skillfully equips the advocate with background, summary, contact information, rulemaking history, overview of regulations, and section-by-section analysis of comments and revisions of titles I, II, and III. This introduction is complemented by each regulation section with very useful "Interpretive Guidance."

The handbook also includes helpful appendices on:

- Public Law 101-336, the Americans with Disabilities Act of 1990;
- ADA Accessibility Guidelines; Uniform Federal Accessibility Standards;
- Summary Chart: Coverage and Effective Dates, Terms Defined in Statute and Regulations;
- Summary of the Legislative History of the ADA and Related information;
- Disability-Related Tax Provisions Applicable to Business;
- Supreme Court Cases Related to Section 504;
- Agency Regulations Implementing Section 504 of the Rehabilitation Act

of 1973, as Amended, in Federally Assisted Programs;

- Opinions Related to Section 504 of the Rehabilitation Act of 1973, as Amended, of the Attorney General and the Office of Legal Counsel, U.S. Department of Justice;
- List of Common Acronyms; Related Federal Disability Laws;
- ADA Questions and Answers;
- ADA Highlights—Title II, State and Local Government Services; and
- Title III, Public Accommodations and Commercial Facilities.

Approximately 25% of government information users at McNeese are interested in conducting a detailed reference search of ADA regulations, technical assistance and case law. The U.S. Equal Employment Opportunity Commission (EEOC) has issued a Technical Assistance Manual as part of an active technical assistance program to help employers, other covered entities, and persons with disabilities learn about their obligations and rights under the employment provisions of the Americans with Disabilities Act Title I of the ADA. The manual explains many employment provisions through the use of examples. However, these examples are used only to illustrate the particular point or principle to which they relate in the text, and should not be taken out of context as statements of EEOC policy that would apply in different circumstances.

## EMPOWERMENT

### Promoting Consumer Access & Self Advocacy Utility Of U.S. Government Publications on the Americans with Disabilities Act (PL 101-336)

ADA HANDBOOK

TECHNICAL ASSISTANCE  
MANUALS

INDIVIDUALIZE REFERENCE  
NEED(S) ASSESSMENT

ADA HIGHLIGHTS  
ADA QUESTIONS AND ANSWERS

ADA ACCESSIBILITY  
GUIDELINES  
UNIFORM FEDERAL  
ACCESSIBILITY STANDARD

### Social Utility Access & Self Advocacy Levels

1. Awareness
2. Issue Search, Introduction
3. Issue Search, Law & Regulations, & Standards
4. Detail Reference Service, Search-law, Regulations Technical Assistance Manuals, Case Law

Promoting access to ADA documents will increase the self sufficiency of individuals with disabilities. Among the best practice service interventions are:

- 1) individualized reference service,
- 2) providing community based training for professional and self advocacy groups and introducing the advocate to disability specific information networks and services, i.e., the ten regional Disability Business and Technical Assistance Centers, and online resources.



# Americans with Disabilities Act

Christine Fitchett  
Vassar College Libraries  
Poughkeepsie, NY

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Vassar College, founded in 1861, is a private undergraduate liberal arts college with approximately 2,200 students in Poughkeepsie, New York. Vassar became a selective Federal depository in 1943. Our item selection rate is currently 22%. Approximately 95% of the document collection is kept in the Superintendent of Documents classification system on the main floor of the library in an open stack arrangement. The staffing for the documents department includes one-half of my time (the other half of the time I am the serials librarian), 1 full-time & 1 half-time library technician and 3 student positions.

Before I explain our disability policy, I'd like to explain a little bit about the history of our library building. Thompson Library, still the main library at Vassar College, was built in 1905 by Mary Clarke Thompson as a memorial for her husband. By 1911 the library had grown to 72,000 volumes, so the basement had to be taken over as stack area. In 1918 wings were added to the north and south sides of the building, creating interior courtyards.

In 1937 the Van Ingan addition was added to the south side of the building. From 1961 to 1964 extensive renovations were made to the interior of the library, which included enclosing the courtyards (my document collection is in the north courtyard). The last major addition, the Lockwood addition, was completed in 1976, adding again to the north side of the building. Some time this spring an architectural firm will be

selected to draw plans for yet another addition to be erected within 5 years (hopefully). As you can imagine from its history, ours is a fairly complicated building to get around.

The map of Thompson Library shows a handicapped accessible ramp and entrance on the north side of the Ground Floor. A patron presses the buzzer and tells the circulation desk, located one floor up and on the other side of the building, that he/she is waiting to be let into the library. Unfortunately there is no roof overhead to protect the patron from the weather while waiting for someone to open the door.

Restrooms in the Lockwood addition were designed to be wheelchair accessible and an existing ladies restroom in Thompson Library was renovated to be accessible. There are three elevators; one in the Lockwood addition, one in the main library and one in the Van Ingan addition. There is braille on the outside of the elevators indicating up and down but no braille on the inside.

Since we are planing for a new addition, the administration has indicated that they are not willing to make any additional accommodations for the disabled until the plans are complete.

Because so much of our building and actually our campus, is inaccessible, the staff becomes a very important element of our policy for the disabled. In order to include all levels of the library staff in the planning and implementing of our policy, all staff members

are encouraged to serve on committees, attend appropriate workshops and participate in in-house training programs.

Vassar has a campus-wide committee, the Advisory Committee on Disability Issues, which discusses disability issues and makes recommendations to the college administration in such areas as building accessibility, parking and signs. Shirley Maul, Head of Reader Services, and library staff member Greta Davey are on the committee and ensure that library concerns are brought to the committee. Earlier this week the committee sponsored a Disability Awareness Day on campus. The Library had a display of library materials and Shirley Maul described and demonstrated some of the services the library offers to patrons with special needs.

As suggested in several articles on the ADA and libraries, one librarian, Shirley Maul, has been designated as the coordinator of special services in the library. It is really thanks to her that much has been done. She also coordinates the Library Committee for the Disabled which includes library staff from each department within the library.

One of the first tasks undertaken by the committee was to survey the library for areas where accommodations were needed. These areas will be brought to the attention of the architects. The committee hopes to be able to be involved with the architects as plans for the new addition are developed.

Greta Davey, a member of both Disability Committees, attended a workshop, "Americans With Disabilities Act Goes to the Library: Accessibility and Accessibility," presented by the Capital Area Library Assistants and hosted by Schaffer Law Library, Albany Law School. When she returned she shared her report with the entire library staff. The committee then worked on implementing some of the suggestions that came out of that workshop.

A "Fire/Emergency Procedure" workshop for the entire library staff was organized. Campus security and the Vassar College Fire

Marshall explained evacuation procedures. What to do if a handicapped patron was in the building was discussed, but the procedure was not acceptable to the staff. The committee is currently working on formulating a specific policy for library staff to follow.

To increase awareness and raise sensitivity, the library staff was invited by the committee to view and discuss a video "Breaking the Attitude Barrier: Learning to Value People with Disabilities." Since the video was well received by the staff, "Creating Equity," a video from the University of Maine, was recently purchased and suggestions for additional videos have been offered to the Library Disability Committee. "People First: Serving and Employing People with Disabilities" (ALA), which shows examples of serving and employing people with disabilities, was suggested.

During discussion after the video the staff noted that although we had a wheelchair accessible entrance, it was out of sight of the front entrance and there was no sign pointing to it. The committee ordered and put up a sign next to the front entrance pointing to the ramp.

Finally, I am very fortunate to be able to meet every other month with five other selective depository librarians in my local area. We discuss all aspects of our depository collections and sponsor a public outreach project each year. One project we worked on was compiling a brochure listing our six selective depositories, addresses, hours and that we have barrier free access to our collections.

So, as I have tried to describe, our library building is very difficult to get around. To make it truly accessible would be difficult and expensive. Therefore our efforts must center on the ability and willingness of our library staff members to offer assistance to patrons. We have a policy for serving patrons with disabilities, one librarian who is responsible for the coordination of services for patrons with special needs, we involve staff in

committees, send them to workshops and offer in-house training sessions. As Greta Davey remarked "We really haven't done much physically to accommodate the needs of

people with disabilities," but hopefully we are demonstrating our willingness to comply with the "Intent" of the Americans with Disabilities Act.

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VASSAR COLLEGE LIBRARIES  
FEDERAL DOCUMENTS COLLECTION  
Library Service to People with Special Needs  
A Policy Statement

In compliance with the Americans with Disabilities Act (ADA), Vassar College Libraries provides equal opportunities for people with special needs. We have designed a set of services with the intention of meeting these needs and will adjust services as necessary. The Library staff is fully committed to implementing this policy.

We are open to suggestions for additions to the following list of services:

1. Make brochures available describing services available.
2. Make the building as fully accessible as possible. There is a wheelchair accessible door on the north side of the building; an elevator to the second and third floors. A wheelchair is available for use on campus from Main Building.
3. Make indexes to the depository collection, including the Monthly Catalog in paper format and CD-ROM format, as fully accessible as possible.
4. An accessible on-line catalog terminal is located near the wheelchair accessible entrance.
5. The library will have a staff member assist at the online catalog, the computer workstation or the photocopy machine when necessary.
6. Upon request, the library will have a staff member accompany the patron to the shelves.
7. Magnifying equipment is available for use at the Reference Desk.
8. Provide library space for readers to read aloud into a tape recorder from both hard copy and microform and space for magnification equipment.
9. A Library Committee on Disabilities exists to evaluate and improve accessibility, to search for ways to train staff in offering assistance and to increase sensitivity to the needs of the disabled.

VASSAR COLLEGE LIBRARIES  
FEDERAL DOCUMENTS COLLECTION  
Library Service to People with Special Needs  
A Policy Statement

**Additional Services:**

1. Page books in answer to written or telephone requests. We would encourage patrons to submit requests a day in advance.
2. Although documents do not circulate, charge out materials when warranted.
3. Photocopy document materials when warranted.

# Americans with Disabilities Act

Coleen Parmer

Bowling Green State University Library  
Bowling Green, KY

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The Americans with Disabilities Act, also cited as Public Law 101-336, was signed by President George Bush into law on July 26, 1990. It is considered to be the most significant civil rights legislation since the Civil Rights Act of 1964. The law establishes a clear and comprehensive prohibition of discrimination on the basis of disability.

Because the needs of each individual with a disability will differ, the ADA's overarching principle is that accommodation decisions must be made on a case by case basis and that its own regulations are merely parameters to serve as guidelines in such inquires. Only through reading the act and the regulations can librarians determine their complete responsibilities under the law. The ADA begins by pointing out that some 43,000,000 Americans have one or more physical or mental disabilities. Michael G. Gunde asserts that most librarians probably do not realize that nearly 20% of the potential clientele have a disability.

## Title I

Title I of the ADA outlaws employment discrimination. Since the Rehabilitation Act of 1973 already prohibited discrimination on the basis of disability by entities receiving Federal financial assistance, the Federal Government, corporations wholly owned by the U.S. government, and Native American tribes, they are exempted from complying with the ADA. As of July 26, 1992, ADA coverage applies to all private employers of 25 or more people,

and extends to all private employers of 15 or more people two years later.

## Title II

Title II of the ADA applies to public services and covers all public entities, defined as all state and local governments and their departments, agencies, special purpose districts, and other instrumentalities. Therefore, Title II applies to nearly all American public, academic, and school libraries. For libraries that receive state or local public funds, any resident, student, or otherwise eligible patron with a disability must be able to receive and benefit from all services available from their library.

Gunde provides the following examples: If a library provides the service of book circulation, it must provide an appropriate selection of books in formats that are usable by readers with print disabilities: large print, audiobooks, talking books, and braille materials, among other special formats and/or equipment. If a library offers videocassette loans, its collection must include closed-captioned videos. If a library has a telephone reference service, it must provide effective telecommunications for people with hearing impairment.

There are many questions about what services and equipment must be provided, and Gunde suggests that questions such as "Must the automated library catalog be made accessible through voice and braille

input/output?" will ultimately be decided by the courts.

### **Title III**

Title III of the ADA addresses discrimination against individuals with disabilities by private entities. It specifically extends the coverage of ADA anti-discrimination provisions to nongovernment funded schools, colleges, and any museum, library, gallery or other place of public display or collection. It prohibits the use of eligibility criteria that screen out or tend to screen out an individual with a disability from fully and equally enjoying any goods, services, facilities... unless such criteria can be shown to be necessary for the provision of services.

It prohibits the failure to make reasonable modifications in policies, practices, or procedures, when such modifications are necessary to afford services to individuals with disabilities, unless the entity can demonstrate that such modifications would fundamentally alter the nature of services.

It prohibits the failure to take such steps as may be necessary to ensure that no individual is excluded, denied services, segregated, or otherwise treated differently than other individuals because of the absence of auxiliary aids and services, unless the entity can demonstrate that taking such steps would fundamentally alter the nature of the service or would result in an undue burden.

It prohibits the failure to remove architectural barriers and communication barriers that are structural in nature in existing facilities where such removal is readily achievable. The ADA defines a readily achievable act as one that is easily accomplishable and able to be carried out without much difficulty or expense.

The Accessibility Guidelines for Buildings and Facilities are published in the Federal Register, vol. 56, July 26, 1991, p. 35408-35756. The ADA and the guidelines give a

clear picture of what the law is. There are also quite a lot of excellent journal articles and books published that not only explain the law but also suggest concrete steps that libraries can follow to implement the ADA. I would like to review those steps with you. The following information comes from literature sources listed in my brief bibliography. There are of course many more titles.

#### **1. Read**

Americans with Disabilities Act of 1990, P.L. 101-336

Americans with Disabilities Act Handbook

Other literature: journals and books

#### **2. Appoint a Liaison**

A library employee to serve as the ADA coordinator for the library

#### **3. Staff Development Activities**

Help to establish the right attitude. Staff will be able to understand the "why" of this project.

Videos, Workshops, Programs

#### **4. Review Current Library Policies, Programs, Services, Facilities**

Survey of Users and Potential Users

Identify potential client base and needs

Examine the building and its furnishings

#### **5. Implement Changes Needed**

Create and file a plan. Advertise new library policies and services. Train staff. Seek feedback.



## AMERICANS WITH DISABILITIES ACT AND LIBRARIES A LIST OF RESOURCES

### Books:

The Americans with Disabilities Act: Its Impact on Libraries: the Library's Responses in 'Doable' Steps. Edited by Joanne L. Crispen. Chicago: Association of Specialized and Cooperative Library Agencies.

How Libraries Must Comply with the Americans with Disabilities Act (ADA). Compiled and edited by Donald D. Foos and Nancy C. Pack. Oryx Press, 1992.

McNulty, Tom and Suvino, Dawn M. Access to Information: Materials, Technologies and Services for Print-Impaired Readers. Chicago: American Library Association (in press).

Opportunities: Equal Access to Electronic Library Services for Patrons with Disabilities. Edited by Carmela Castorina. Washington, DC: Educom, 1993.

### Journals and Newsletters

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Laurie, T.D. "Libraries' Duties to Accommodate their Patrons Under the Americans with Disabilities Act". Library Administration and Management, Fall, 1992 (6):204-205.

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"Vendors and Distributors of Technological Devices for the Blind and Physically Handicapped". *Computers in Libraries*, November, 1992 12(10):31-34.

Closing the Gap is a bimonthly newsletter and annual conference. Provides a forum for ideas and demonstration of innovative technology to assist persons with disabilities. Founded by Bud and Dolores Hagen of Henderson, Minnesota. A two year subscription for the newsletter, \$42.00 and a resource directory containing vendor, software, and hardware information is \$12.95 plus \$3.00 postage and handling. Metropolitan Center for Independent Living, 1600 University Avenue West, Suite 16, St. Paul, Minnesota 55104-3825.

## **Electronic Lists**

ADAPT-L@AUVIM. A Listserver for discussing adaptive technologies in all libraries.

AXSLIB-L%SJUVIM.BITNET@uga.cc.uga.edu. A library discussion group on topics related to making libraries and information accessible to individuals with disabilities. To join the group contact Dick Banks at [rbanks@uwstout.edu](mailto:rbanks@uwstout.edu).

## **Organizations**

Americans With Disabilities Act Assembly. A fairly recent ALA group. They met for their second conference at the ALA Summer Conference in New Orleans (1993). The Assembly has been collecting sample ADA implementation documents from libraries for nearly two years. These include consumer surveys, brochures describing accessible services, implementation plans, grievance policies, etc. For more information contact Kathy Mayo, Lee County Library System, 2050 Lee Street, Fort Myers, FL 33901.

# 1994 Regional Federal Depository Seminar



# List Management Technologies: An Overview

Craig A. Summerhill  
Coalition for Networked Information  
Washington, DC

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## Electronic Mail: The Basic Elements

- Header (structured data required for machine manipulation)
- Body (actual text of the message)
- Attachments (encoded binary such as MIME)
- Agents:
  - MUA (mail user agent)
  - MTA (mail transport agent)
  - MDA (mail delivery agent)

## Electronic Mail: The Header

- Syntax and content of header fields is defined by RFC822
- Three types of header fields
  - Defined (configurable) on site-by-site basis
  - Generated automatically during mail transmission
  - Added by MUA for processing "enhancement"
- Bounded by a null line

## Electronic Mail: The Body

- Everything following the first blank line through the end of the file
- Most commonly consists of "plain" text (7 bit ASCII character set)
- Binary data can only be sent through the use of some form of data encoding (MIME, uuencode, BinHex)

## Electronic Mail: Attachments

- Extensions to the message body which (often) allow for inclusion of non-ASCII data in message (8-bit Latin character set, graphics, sound, videoclip, etc.)
- Two significant characteristics
  - Delimited (or bounding markers)
  - Binary data
- MIME (Multipurpose Internet Mail Extensions) defined in RFC1521 and RFC1522

## Electronic Mail: Agents

- Mail user agent (MUA): application which the user employs to read, send, and process mail. Examples include elm (unix), pine (PC and unix), Eudora (Mac, Windows), PROFS (IBM VM/CMS)
- Mail transport agent (MTA): application which handles electronic mail transactions between systems. Examples include sendmail (unix), LMAIL (IBM VM/CMS)
- Mail delivery agent (MDA): application which handles actual delivery of electronic mail. Examples include /bin/mail (SMTP for unix), VM SMTP (IBM VM/CMS)

## Electronic Mail: Addressing

- Three elements of electronic mail address
  - User identifier (required)
  - Machine identifier (required)
  - Gateway routing (optional)
- User identifier and machine identifier are separated by "@"
- Examples are:
  - John\_Doe@foo.bar.com (Internet style)
  - USER1234@BITNODE (BITNET style)
  - @gateway.foo.bar.com:USER1234@BITNODE (gateway)

## Electronic Mail: The Process

- Mail transport agent (MTA) – how the note gets there
- Sender (RFC822 "From:") – or who wrote the letter

- Recipient (RFC822 "To:") – or who receives the letter (point to point transfer)
- A list – a group of recipients who share a single common address (point to multi-point transfer)

## Building Electronic Mailing Lists

- Manually – lists can be built manually (function of an MUA, or system-wide function like sendmail aliases)
- Automatically – lists can be built automatically (using list management software)
- Private – lists can be private (for use of individual or small group)
- Public – lists can be public (open to anyone with network address)
- Unmoderated – no list owner, or if list owner is present list owner does not impede flow of messages
- Moderated – list owner reviews and approves or discards postings submitted to the list

## Building Lists Manually

- Sendmail aliases are common in the Internet
  - internally managed (in/etc/aliases or /usr/lib/aliases) admin: tom,dick,harry
  - :include:managed (reference to external file)  
admin: :include:/usr/users/tom/\_toms.list
- Often can be identified by subscription address and owner
  - admin-request@foo.bar.com
  - owner-admin@foo.bar.com



## Automated List Management

- Revised (BITNET) LISTSERV  
Platform: IBM VM/CMS (REXX, PASCAL)  
Contact: Eric Thomas; L-Soft, Inc.  
(ERIC@SEARN.sunet.se)
- Unix-Listprocessor  
Platform: unix-like operating systems (C code)  
Contact: Anastasios Kotsikonas, CREN  
(tasos@cs.bu.edu)
- Majordomo  
Platform: unix-like operating systems (perl)  
Contact: Brent Chapman  
(brent@GreatCircle.com)
- Almanac  
Platform: unix-like operating systems (C code)  
Contact: Oregon State University  
(almanac-help@oes.orst.edu)
- Mailbase  
Platform: Sun Microsystems (requires Ingres)  
contact: Newcastle University, United Kingdom  
(mailbase-helpline@mailbase.ac.uk)
- Procmail  
Platform: unix-like operating systems  
Contact: Stephen R. van den Berg  
(berg@pool.informatik.rwth-aachen.de)
- Two elements of automated management  
- address of the server process  
Examples:  
LISTPROC@CNI.ORG  
LISTSERV@UHUPVM1.UH.EDU  
LIST-REQUEST@FOO.BAR.COM

- address of the list

Examples:

REGIONAL-L@CNI.ORG  
PACS-L@UHUPVM1.UH.EDU

- Pay attention to where you mail things!!!
- commands (sent to the server process)  
- to join a list  
Examples:  
SUBSCRIBE REGIONAL-L John Doe  
SUBSCRIBE PACS-L Jane Doe  
JOIN FOOBAR-LIST Sam I. Am  
  
- to leave a list  
Examples:  
UNSUBSCRIBE REGIONAL-L  
SIGNOFF PACS-L
- After joining or leaving, it gets a little fuzzy  
- when in doubt  
Examples:  
HELP  
HELP SUBSCRIBE

## Automated List Management: Other Features

- Advanced user requests (postpone mail, digests, review subscribers, conceal presence, query personal settings, etc.)
- Administrative requests (list passwords, system override for list owners, etc.)
- Interface (via e-mail, via direct connection, client/server)
- List typing (public, private, closed, open)
- Distribution (moderated, reflected, FAXed, network news)
- Archiving (mail logs, file distribution)

- Administration (multiple owners of lists, transaction logs, resource allocation, statistics)
- List configuration (maximum/minimum message length, peer lists, list matrix, network news gateway, batch periods, bounce history, bounce autoremoval)

### **Private Mailing Lists**

- Closed to all but a certain group of individuals
- Different kinds of privacy
  - Private group of receivers (list is open to anyone for posting, but only those on the list receive it)
  - Private group of senders (only those who are members of the list can post to it)
- Better for focused workgroups, but often creates an "air of secrecy"

### **Public Mailing Lists**

- Open to anyone who wants to join it
- The larger and more heterogeneous the group becomes, the more diversions tend to occur (i.e. signal to noise ratio)
- There may be physical (and practical) limitations to the size of a mailing list

### **Unmoderated Lists**

- Worst case scenario: anything sent to the list address is distributed to all readers of the list, and re-broadcast ad infinitum to the remainder of the world
- Posting is "fast"
- Limited mechanisms for checking problem addresses

### **Moderated Lists**

- Best case scenario: anything sent to the list address is distributed to the list moderator who ridicules you from the privacy of his/her office
- Postings are delayed (signal to noise ratio is lower)
- People tend to submit more carefully constructed postings
- Moderator serves as a buffer to check problem addresses (and problem people)
- Good moderator is a cheerleader and an advocate, and knows when to be controversial

craig@cni.org

# State Electronic Government Information List: The Texas Experience <sup>(c) 1994</sup>

Mary I. Shearer

University of Houston

The O'Quinn Law Library

Houston, TX

I appreciate the opportunity to speak with you. My goals this morning are:

- 1) To describe to you our experiences in starting and maintaining the Texas Documents Information Network,
- 2) To relate facts about the messages and subscribers including a surprising detail about the subscribers, and
- 3) To mention nine other state electronic conferences.

Furthermore, I hope you will be encouraged to support the open electronic government information conferences in your state. If none exists, I hope you will feel inspired to start one. You do not need to be a "techie" to be a listowner—just be friendly to people who are. :-). There are articles to help you and people willing to help—including me. My telephone number and e-mail address are in the handout that I prepared.

## Handout

The handout also contains the following:

- 1) A list of open state electronic conferences. There were six that I knew about in mid-March when the handout was prepared. There are a few more. I will comment on each as time permits.

- 2) Directions for getting two articles about starting a list.
- 3) Sample proposal to host site. A written proposal might not be necessary. You might find that you can make arrangements by telephone or e-mail.
- 4) A sample new list announcement.

## Terminology

The name of our electronic list or conference is TXDXN-L, and we refer to it as "Tex Docs In" or simply "the list." You may hear such lists referred to as electronic conferences, discussion lists, mailing lists, listservs, list servers, or list processors. TXDXN-L is an open subscription list, unlike Regional-L which is closed. When I say "we," I am referring to myself and co-listowner, co-editor, co-moderator Richard Guajardo, Head, Automation Services Department of the University of Houston Law Library.

We should distinguish the list from the list server or list processor software that, for example, defines the characteristics chosen for the list, allows the collection and distribution of messages, and stores information such as log files and names and addresses of subscribers. The list server or list processor software is at the host or home computer site,

on the mainframe or minicomputer, and is maintained by someone else—a list server or list processor manager who may be, as in our case, a campus computing systems analyst. This is the person with whom the listowners, editors, or moderators will communicate if there is a problem with the software or if help is needed in setting parameters, for example.

### **Why Have a State Electronic Conference for Government Information?**

We started TXDXN to provide an electronic forum for government information issues of special interest to Texans. This is deliberately a very broad statement. We are interested in public access to government information at all levels. Not only do we want Federal and Texas government information, we want Mexican and international government information when we can get it since we live in a border state.

In addition, we want to know what other states are doing to promote public, electronic access to government information. For example, we followed the progress of California's AB 1624 that resulted in that state's legislative information going online free to the public via the Internet.

We are looking forward to our 74th Legislature which convenes in 1995. We know we have one Texas state representative and his assistant and another Texas state representative's assistant as subscribers. We want TXDXN to be a forum for discussion of issues leading to more Texas government information becoming available electronically and free by way of the Internet.

We are especially interested in helping to increase the numbers of government documents librarians in Texas who have access to the Internet, particularly the public librarians. A state government information list can be another resource that public librarians can point to as an additional reason for having Internet access when talking with their administrators.

Finally, we thought people would post messages on a state list that they would consider too specific for the national conference, GOVDOC-L. For example, meeting announcements and comments sought by state agencies.

### **How Did We Prepare to Start TXDXN?**

Maybe I should say "over prepare" because you might find that you would not need to take all of the following steps.

- 1) As a member of the Government Documents Round Table of the Texas Library Association, I sought support from the group for the establishment of a state list at its annual conference business meeting in 1992. A resolution in support was adopted. I don't think that seeking support from an organization is a necessary step, but it's one that could generate good will.
- 2) I posted a message to GOVDOC-L asking for information about starting a list. We received a couple of very helpful responses.
- 3) I observed GOVDOC-L and FLADOCS. These were the only two government information conferences that we knew about at the time.
- 4) We asked Gary Cornwell, a listowner of FLADOCS, for advice. He said starting a list was surprisingly easy to do.
- 5) The co-listowner asked Charles Bailey, listowner of PACS-L, for advice. He recommended that we get two electronic files. Names of the files and directions for retrieval are in the handout.
- 6) We determined the name, description, focus, and features of the conference. If we had it to do

over, we would have picked a simpler name, one with obvious pronunciation. We decided that our conference would be open subscription, open to receiving messages from non-subscribers, and moderated. Because it is moderated, messages sent to the conference are NOT automatically distributed to subscribers. We need to access the list server account and manually forward out the accumulated messages. We prefer to do this so we can check subject lines and determine if messages are mistakes.

- 7) We discovered that to run an electronic conference at the University of Houston, we needed to have an account on the university's computer running the VM operating system which is different from the VAX operating system to which we were accustomed. So we did that and practiced using the electronic mail function.

selected private e-mail addresses. The printed Letter from the Chair of the Texas Library Association, GODORT, publicized TXDXN. That Letter was sent to TLA GODORT members, all Texas State depositories, and all Federal depositories in Texas. Rhonda Marker's State and Local Documents News column in Documents to the People (DttP)(ALA GODORT) announced TXDXN. This column is a good place to learn about other new lists focussing on state government information.

We continue to publicize the conference. For example, when I noticed that CALDOC-L was listed as a resource under the state of California on the Library of Congress Gopher MARVEL, I sent TXDXN-L's description to the MARVEL Design Team (address: lcmarvel@seq1.loc.gov) and requested that TXDXN-L be placed as a resource under the state of Texas. The next time I checked, there it was.

## What Did We Do To Start the Conference?

- 1) We prepared a proposal and submitted it to the University of Houston's Computing Systems Analyst.
- 2) The co-listowner followed-up several times after a few weeks until we learned that our proposal was approved.
- 3) We subscribed to the conference from our VAX accounts.
- 4) We practiced posting messages, distributing messages, and editing subject lines.
- 5) We publicized the list by sending announcements. Electronic announcements were sent to the GOVDOC-L, NEW-LIST, and

## Messages

These statistics are rough. I don't know the reason for this, but our listserv software was not set to record posting statistics for us until earlier this month when the new software was installed. The listserv and listprocessor software are capable of keeping a record for you of how many messages were posted by each subscriber, past, or present. If you run a list, try to acquire posting statistics.

There were 442 messages posted from May 10, 1993, through April 18, 1994. A review of a sample of 195 messages through the end of March showed that I posted 63% of the messages, the co-listowner 3%, and others posted 34%.

Most of the messages posted by the listowners were found on other e-conferences that we monitor. Very few of these were first seen on GOVDOC-L. Of the 195 messages



sampled, 31% were about Texas, 6% had an international theme, 9% were about what was happening in other states. The remaining 54% were related only to the Federal Government.

### **Subscribers**

The number of subscribers has increased steadily. Our first announcement went out in the first week of May, 1993. By May 15 we had 96 subscribers. The last subscriber review on Monday, April 18, showed 207 addresses listed. Most subscribers have U.S. addresses on the Internet. Extensions were of the following kinds: .edu (145), .com (19), .gov (15), .org (6). We have one each from Australia, Mexico, United Kingdom, and the Netherlands. The remainder have BITnet addresses.

This next fact about our subscribers surprised me. When we had 108 subscribers last May, a little over ONE-HALF were NOT subscribed to GOVDOC-L. And the disparity has increased. Now, 66% of our subscribers DO NOT subscribe to GOVDOC-L.

### **Our Duties as Listowners\***

- 1) Monitor other conferences for information.
  - a) Post and forward to our subscribers.
  - b) Follow up on what might yield an original piece.
  - c) Learn how to be better listowners and moderators.
- 2) Work with the listserv software manager at home site.
  - a) Correct problems.
  - b) Change features.
  - c) Fine-tune conference operations.
- 3) Resolve message distribution errors.
  - a) Monitor error messages returned to the listserv.

- b) Communicate with subscribers if a problem persists.
- c) Reinstate subscribers who are automatically removed from the conference by the listserv.
- d) Communicate with postmasters at sites that reject messages from the conference.

- 4) Unsubscribe/resubscribe subscribers who change addresses.
- 5) Prepare help texts. For example, help texts can describe how to search the conference archives or retrieve indexes and log files.
- 6) Maintain log files as needed.
- 7) Submit files to the archives.
- 8) Create and edit names file on the listserv account.
- 9) Organize messages sent from the listserv account.
- 10) Monitor listserv account disc space.
- 11) Communicate with other listowners on campus.
- 12) Work with nearby site to provide FTP access for subscribers.
- 13) Publicize the e-conference.

### **How Much Time Do We Spend As Listowners?**

Because I monitor so many other electronic conferences, newsletters, journals, and mailing lists for not only my own interest, but also in order to see what I can find that would interest our subscribers, I spend about fourteen to sixteen hours a week. I edit all of the messages that I post from other e-conferences to eliminate extraneous header information, clarify identification of the



original sender, and sometimes to sharpen the subject line description.

I also search gopherspace and bulletin board systems for items of interest to post. And I prepare some original pieces of information and post or offer to send to people who want them.

The co-listowner spends four to five hours a week on the conference. He monitors other e-conferences and handles most of the technical matters. Listowners do not need to spend the amount of time that we do after the first two or three weeks. But we believe very strongly that you should post a message at least once or twice a week if no one else has posted—just to remind your subscribers that the e-conference is viable.

You could spend less time if you monitored fewer lists, chose to have an unmoderated list, or involved more people to carry out the tasks. As for me, TXDXN is one of my hobbies. And, the co-listowner is still enthusiastic. He has just started another electronic conference—this one for the benefit of the Southwestern Association of Law Libraries, SWALL-L.

## Other State Lists

First, there are three not in the handout. I subscribed to these Sunday and left Tuesday, not having received any messages from them.

COGOPUB-L was announced in the State and Local Documents News column of the current issue of DttP. It has 62 subscribers. Subscription address:  
<listproc@lists.colorado.edu>.

On Monday, I queried Listserv to try to locate other state conferences. I found ARKNET-L, with 134 subscribers, which is said to provide a forum for discussion of issues and concerns relating to the Arkansas State Network. I was not sure that this list was the kind of state list I was interested in,

but I subscribed. Subscription address:  
<listserv@usfsysb.uark.edu>.

I found ARIZONA, the Arizona State Public Information Network, with 14 subscribers, and I subscribed to it. From a review of the statistics, it looks like this e-conference was still in test April 18th. Subscription address:  
<listserv@asuvm.inre.asu.edu>.

I subscribe to all other open, state electronic conferences that I know about. These are listed in the handout with their subscription addresses, listowners' names, and numbers of subscribers. Any comments that I am going to make now are based upon my observations and I welcome any corrections.

FLADOCS, Southeast Document Librarians, is a very low volume list. Most messages are about needs or offers of documents posted by one person. CALDOC-L, was started so California Documents librarians could exchange information regarding California and Federal Documents issues and better communicate with the State Library and the California Regional Library in Sacramento. DOXNJ, Government Documents in New Jersey Forum, is another low volume list. MN-GOVT is more like a newsletter with one person posting most of the messages about pending legislation in Minnesota. KENTUCKY, Kentucky Civic and Political Discussion, seems to be the most free-wheeling of the lists, with dialog among students and the public, and not necessarily about government issues but including government issues.

There is one other list which was "terminated" after about six months. It is BAYOUDOC, the Bayou Area Documents Discussion List. It was established at Louisiana Tech University and was created to encourage communication in Louisiana about government publications and information at all levels of government. It had 24 subscribers, and only 16 messages posted over the six month period. According to the listowner's final message, it was terminated because of its inactivity. It appeared to be a well planned

list with very fine documentation, and we hope it will be revived.

### **Future of TXDXN and State Lists**

We plan to publicize TXDXN to attract more subscribers -- people with an interest in Texas and Mexican government issues, Texas agency staff, Texas legislators and aides, librarians, students, those in the public who are looking for Texas and Federal Government information.

The continuing increase in the number of our subscribers, the positive feedback that we get, and the growth of other open state e-conferences that are springing up show me that TXDXN and similar conferences are valuable government information sources.

I predict that it will not be long until there is at least one electronic conference for government information in every state.

\*Special thanks to co-listowner Richard Guajardo for preparing this list of duties.

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### **HANDOUT**

#### **State Electronic Lists as of 3/19/94, Discussion Lists Unless Otherwise Noted:**

CALDOC-L (California) <listserv@fullerton.edu>

For California Documents librarians to exchange information regarding California and Federal Documents issues and to better communicate with the State Library and the California Regional Library in Sacramento.

Questions to Carol Bednar, cbednar@fullerton.edu  
122 Subscribers

DOXNJ (New Jersey) <listserv@rutvm1.rutgers.edu>

Government Documents in New Jersey Forum

Owner= MARKER@ZODIAC (Rhonda J. Marker)

Total number of users subscribed to the list: 71

FLADOCS (Florida) <listserv@nervm.nerdc.ufl.edu>

Southeast Document Librarians

Owner= suzshaw@nervm, wcovey@nervm, tomkinn@nervm, garcorn@nervm

Total number of users subscribed to the list: 40

KENTUCKY (Kentucky) <listserv@ukcc.uky.edu>

KENTUCKY--KY Civic and Political Discussion

Kentucky civic life and politics are the themes of this discussion list. The purpose of the list is to share information, ideas, opinions, and inquiries about public life, both civic and political, in the Commonwealth of Kentucky.

Owner= STR002@UKCC.uky.edu (Bob Moore)

Total number of users subscribed to the list: 68

MN-GOVT (Minnesota) <listserv@vm1.spcs.umn.edu>  
Information Policy Office - MN Dept. of Administration  
This electronic mail distribution list will broadcast updates  
on efforts in the public electronic access area and experiment  
with other government information announcements.  
Owner= steven.clift@state.mn.us (Steven Clift)  
Total number of users subscribed to the list: 88

TXDXN-L (Texas) <listserv@uhupvm1.uh.edu>  
Texas Documents Information Network  
OWNER= LAW7@UHUPVM1  
Total number of users subscribed to the list: 201

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#### **Two References on Starting a List:**

1. Diane Kovacs, Willard McCarty, and Michael Kovacs' file START-UP. Send a message to: listserv@acadvm1.uottawa.ca or  
listserv@uottawa  
No subject line. Message should be the following command:  
GET LISTS START-UP
  2. Marty Hoag's file CREATE. Send a message to  
listserv@vm1.nodak.edu or  
listserv@ndsuvml  
No subject line. Message should be the following command:  
GET NEW-LIST CREATE
- 

#### **Sample Announcement for New State Electronic Discussion List:**

##### **LIST SERVER FOR TEXANS INTERESTED IN GOVERNMENT INFORMATION**

A list server has been established at the University of Houston for documents librarians in Texas and other interested persons to exchange information regarding Texas, Federal, and international publication, dissemination, and access issues, including free electronic public access to government information.

To subscribe to the list send an Internet mail message to:

listserv@uhupvm1.uh.edu

with no subject and one line of text which reads:

Subscribe TXDXN-L <yourfirstname> <yourlastname>

For example, if Kelley Houston wants to subscribe, the message could read as follows since the system is not case sensitive and certain abbreviations are acceptable.

Sub Txdxn-1 Kelley Houston.

A welcome message and instructions should be returned.  
Messages to the list should be sent to:

TXDXN-L@uhupvm1.uh.edu

Questions regarding the list should be addressed to:  
Co-Listowners:

Mary Shearer  
shearer@uh.edu  
713-743-2335

Richard Guajardo  
guajardo@uh.edu  
713-743-2315

---

**Sample Proposal for New State Electronic Discussion List:**

TO XXXXXXXX WWWWWW, Campus Computing Systems Analyst

FROM Mary I. Shearer (shearer@uh.edu) X3-2335  
Head, Government Documents/Microforms Department  
University of Houston Law Library  
Richard R. Guajardo (guajardo@uh.edu) X3-2315  
Head, Automation Services Department  
University of Houston Law Library

RE Establishment of an electronic discussion list.

DATE 23 FEBRUARY 1993

**PROPOSED ESTABLISHMENT OF AN ELECTRONIC DISCUSSION LIST**

NAME TXDXN-L (pronounced "Tex Docs In") (Texas Documents  
Information Network)

**★ Features**

- ▶ Open subscription
- ▶ Open to messages from non-subscribers
- ▶ Moderated
- ▶ Archiving and file server space

PURPOSE Facilitation of discussion of Texas state government  
information, U.S. and other government information bridging  
academic, governmental, and public sectors of Texas society.

**★ Areas of Interest**

- ▶ Policy and collection management issues
- ▶ Availability of government information
- ▶ Dissemination of government information in various  
formats
- ▶ "Needs and Offers" of specific publications
- ▶ Reference questions and answers
- ▶ Reference guides and bibliographies

## POTENTIAL

SUBSCRIBERS All who are interested in Texas, U.S. and other government information.

## ★ Primary constituency

- ▶ Managers of government documents collections
- ▶ Librarians with government information questions
- ▶ Students and other researchers
- ▶ Public officials
- ▶ Public

## OWNERS

Mary I. Shearer (shearer@uh.edu)  
Richard R. Guajardo (guajardo@uh.edu)

## DISCUSSION

Within Texas, there are over seventy libraries which are official depositories for either U.S. government publications or Texas state publications or for both. There are other libraries throughout the state which purchase and collect U.S. or Texas publications in paper or electronic format.

Although there are a few electronic sources of Texas state government information, they are not widely known and they do not have the scope of the proposed electronic discussion list *TXDXN-L*. There is no single, fast, focussed way for librarians and others in Texas to communicate with each other or with public officials, students and other researchers, and the public about government information.

*TXDXN* would allow and, indeed, encourage communication about Texas government publications and would primarily serve Texans interested in government information of all kinds and at all levels. *TXDXN* would be comparable to *GOVDOC-L* (national participation; primarily U.S. government information) but more focussed on Texas and Texans. It would be broader in scope of subject matter than *FLADOCS* which is a list primarily for needs and offers of government documents for librarians in the Southeast.

At its annual business meeting in 1992, the Government Documents Round Table of the Texas Library Association adopted a resolution in support of the establishment of a list of the type we propose, demonstrating that *TXDXN* has a ready constituency and a unique service role.





# The Multi-State Regionals: The Problems and Challenges in Providing a Regional Service

Julia F. Wallace  
University of Minnesota Library  
Minneapolis, MN

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There are six Regional Libraries which serve more than one state. Dan O'Mahony of the Council's Regional Structure Committee has provided you with a summary of his survey of those Regionals. My role in this program is to personalize some of that data, and to tell you about the actual challenges, benefits and disadvantages of serving libraries outside your own state.

The Minnesota Regional is one of the newer of the multi-state Regionals, having accepted responsibility for our neighboring state of South Dakota in 1988. Of the six, we are third in area and population and second in number of selectives served. The University of Minnesota serves as Regional for 25 depositories in Minnesota and 10 in South Dakota. I hope our experiences can be useful as one example of this kind of structure, and can help Regionals consider some issues involved in expanding services beyond the state borders.

As background, I came to the University of Minnesota in March of 1989. A few months before I was hired, the University administration had agreed to serve as the Regional for South Dakota, at the request of the South Dakota State Library. The South Dakota State Library had itself become a depository in 1973, though apparently it had been a depository earlier and dropped the status for a time. As a small selective at less than 25%, in a building with serious space constraints, the State Library was in no position to become a Regional, but it

recognized its responsibility for solving the Regional problem for the state. Though two of the South Dakota selectives are over 100 years old, all select fewer than 50% of available items, and none was willing to take on Regional responsibilities. The State Library had also inquired of the Regionals in other neighboring states, but the many ties between Minnesota and South Dakota made this connection a logical one.

The main reason South Dakota selectives were becoming desperate for a Regional, of course, was so that they could withdraw depository materials. They had in place a good cooperative system for collection development, a shared online catalog system, and inter-library loan, and were able to provide their citizens with government information as needed. But good collection management includes regular weeding of outdated materials, and GPO rules mean that depositories may not withdraw anything if they are not served by a Regional. Many of the depositories were suffering serious space problems. Two of the largest depositories had been in the program since 1889, and one since 1903. With the prospect of discard lists covering up to 100 years of accessions, the South Dakota libraries together proposed a process whereby they would travel to a Regional themselves to check their withdrawal lists against the Regional shelflist and shelves.

Given this proposal, the Minnesota administration determined that serving as South Dakota's Regional (and I am quoting

here) "should not create additional staffing needs for us," and they signed the agreement. The South Dakota depository librarians began visiting Minneapolis immediately, with the checking of lists coordinated through the State Library. Libraries helped with checking each other's lists, and while for some of them it was a trip of over 500 miles, it was worth it to them to get their document weeding started. These list-checking visits continue to this day; in fact two South Dakota staff members are stopping in Minneapolis for two days of work on the way home from this conference. This process is being used only for the gigantic backlogs; once libraries finish the backlogs and are doing only routine 5-year weeding, they will not need to come to the Regional. But most of them have not completed their backlogs, and three have not even started.

While our administration did not perceive this process as requiring any additional staff, the Regionals here know that is not the case. Dealing with these lists after preliminary checking, and more importantly with all the documents which arrive on our doorstep as a result, remains a task which we cannot fully support. At the moment I must admit that we have a room full of boxes of South Dakota withdrawals which cannot be processed into our collection due to lack of staff. We retrieve from the boxes titles which are in our "lost" file, then put the rest away in the "South Dakota" room.

The discard function was the main reason South Dakota wanted a Regional, and that process is the most visible aspect of the relationship for us too. I am not sure whether the South Dakota libraries even thought about any other benefits of Regional service. However, there are other elements in the relationship as well, which I think are important to both of us. For the most part, these simply mean doing more of what we do for the Minnesota depositories. But there are some things which change a bit when they cross jurisdictions, and I'll try to point out some of those. They are, I think, things which need to be considered as libraries look at new

ways to organize the depository system nationally.

### **Outreach, Depository Assistance, Mentoring**

Obviously, adding ten more libraries to our responsibilities means there are more depositories and individual staff to communicate with, although we still have fewer than many large states. But with two states there are two state library associations, each with a documents section. I have attended the South Dakota Library Association only once, but since their documents group is active it would be useful to make it more regular. We support and co-sponsor an annual forum each spring, and the South Dakota libraries attend that. We all benefit from the additional participation. While we consult with South Dakota librarians on specific issues by phone and e-mail, or when they visit, local outreach and mentoring is often handled within South Dakota by sharing expertise. This is an example of Regional services which can be carried out by any and all libraries with the skill, interest and administrative support.

### **Inspections**

Inspections are a special component of Regional outreach and assistance, but when crossing state boundaries they introduce some elements we need to think about. All 10 of the South Dakota depositories were inspected in the summer of 1993, so it gave us an opportunity to see what could be done. Helping depositories get prepared was not a problem, since we talked about it at our spring forum and I could consult with selectives by phone and e-mail. Because of our relatively new relationship, and the fact that I had visited only two of the ten libraries, I thought we would be a more effective Regional if I could attend the inspections. They were scheduled to take place over a two-week period last July, right after ALA. It was not possible to drop in on some of the inspections and then put in a few days at

work; instead I did the whole circuit, putting almost 2,000 miles on my car and seeing some incredibly marvelous prairie and Black Hills scenery on the two intervening weekends and during the long trips between selectives. The advantages of doing this were important to me. I am now more aware of their collections and services, as well as the strong networking which is in place there. In addition, it is a nice place, with nice people, and doing inspections with Greta Boeringer was both educational and pleasant.

The disadvantage which is unique to the multi-state aspect of this relationship is the funding. While my library absorbs the services which simply add to the daily work load in ways which are largely invisible, the cost of traveling for two weeks is quantifiable. As a University of Minnesota employee, I am paid by the citizens of Minnesota. South Dakota pays Minnesota nothing for Regional services. It was awkward to suggest that those libraries might contribute to the travel expenses of the Regional Librarian, and some administrators questioned why they should pay to have an inspection. Some of the libraries did assist with local expenses and some didn't, but a more straightforward sharing of actual Regional costs would probably be advisable. And perhaps as we talk with Council, Congress and the GPO about expectations of Regionals, we need to acknowledge not only the staffing burdens but the actual dollar costs of some Regional functions.

### **Other Administrative Functions**

While there are added libraries to cover in Regional mailings, we are beginning to communicate more through e-mail, where added libraries are little extra work. There are some tasks which we carry out or assist with in Minnesota, but which are handled in South Dakota through their own documents association rather through the Regional; examples are their directory, union list, and distribution of discard lists. Work on the annual forum has been made easier, since

South Dakota librarians have participated in programs each year.

So, what are the benefits of being a multi-state Regional? Obviously, it provides Regional services for depositories which need it, so it benefits the national system by facilitating the work of those selectives. Many Regional services can reasonably cross state lines, and make good sense if divided up by general proximity, Federal region, library cooperative network areas, or other logical groupings. There are many places where existing cooperative networks exist across state lines, and Regional services and networks certainly could too. An additional benefit for our region, since it was of moderate size before this addition, has been the expanded base of expertise of the depository librarians from our neighboring state. Of course we have added several thousand documents to our collections from the South Dakota withdrawals, which in the past we would have needed to request through inter-library loan. And I suppose library administrations may perceive additional prestige through serving as a multi-state resource.

There are of course some disadvantages as well. Some are just magnifications of the stresses on all Regionals: too many lists, too many libraries to visit, never enough staff to carry out responsibilities or provide extras like electronic training. Problems which are specific to the multi-state arrangements are jurisdictional and financial. The newest multi-state Regional, at the Utah State University, receives \$8,000 annually from the state of Wyoming to serve as their Regional. This can cover the cost of travel to meetings and inspections, as well as some regular hours of staff to work on withdrawal lists and other duties, and eliminates the problem of one state's taxpayers paying for services to another.

It will be useful to start rethinking which Regional services are in fact tied to place - meetings, local training for staff, some immediate reference and collection referrals. But as we move toward more electronic

resources and faster communication and document delivery, more services now carried out locally might be just as efficient, or more so, if the system were looked at as a national one. Communication by e-mail makes mentoring based on expertise more possible. Even some training can be carried out from remote sites. Full collections in each state may not be necessary if materials can be identified and delivered quickly in a usable format. The responsibilities might change, and new technologies should make it more possible to spread them among more depositories.

As we consider new ways of developing multi-state Regional arrangements, some accounting for mutual benefit or cost sharing will need to be explored. In addition, there needs to be additional discussion with the GPO and the Council about ways to alleviate the burdens of Regional responsibilities which are becoming more stressful as library resources are shrinking. New ways of providing and sharing support in the positive aspects of depository service, and a de-emphasis on rules and procedures which are not essential to the ultimate goals of the system, can make new ways of cooperating a real possibility.

# Shared Regional: The South Carolina Experience

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I have interpreted the request I received to speak at this conference as a request to describe an actual working Shared Regional, not my chance to expound on how I think we should reorganize the Regional structure. However, some comments I make may relate to problems that I think will have to be addressed during a reorganization. And, since I am on the DLC taskforce looking at a restructuring of the regional system, I will have plenty of opportunity to talk about what I THINK we should do or not do. My purpose here is to say how the Shared Regional now in place in South Carolina works, how it came about, and some of the problems we experienced.

I can claim no credit for the idea of a Shared Regional in South Carolina. For some time, documents librarians in South Carolina had attempted to persuade the state's largest library to take on the responsibilities of a Regional. State after state either set up a Regional within its borders or made some other arrangement with a nearby state, but for South Carolina—nada, primarily because the then Director of South Carolina's largest library was adamantly opposed to his library becoming a Regional. When I arrived in South Carolina, a newly-formed GODORT group within the South Carolina Library Association had as its primary goal the establishment of a Shared Regional—and I have to say that I do not know who it was who thought of trying to convince the "unconvinced" to participate in a Shared

Regional arrangement. But when I began working at Clemson University, South Carolina's land grant school and site of its second largest library, efforts were well under way to involve three academic libraries and the South Carolina State Library in a shared arrangement. As I describe the disaster that resulted, you will see why I am carefully distancing myself from this initial phase of South Carolina's Shared Regional.

The initial plans were made before I took on documents responsibilities at Clemson but I was involved in the division of Federal agencies among the three libraries that was included in the 1985 agreement signed with GPO—for that is how we divided the Regional responsibilities for taking everything, keeping everything, and accepting disposals. As if three libraries were not enough, the State Library was designed as the "secretariat"; they were to set up meetings, visit selectives, and compile and distribute disposal lists. The libraries involved drew up a list of current agencies and, among ourselves, decided which library should handle which agency based upon the institutions' curriculum and its holdings. For instance, Clemson took Agriculture; USC, with a large business school, took Commerce; Winthrop, historically a teachers college, took Education. Each school added any item numbers needed to complete its coverage of "its agencies." (Some of these details are lost within the mists of time, but I believe we could add item numbers several times a year at this time—in



any case, I recall no problem in adding item numbers). We then sat back, feeling pleased with ourselves, and ready to tackle the next stage—writing instructions for disposing of materials. That's when the bombshell hit.

The "unconvincible" received a letter from GPO congratulating South Carolina for initiating a Regional arrangement and stating something like "beginning x date, your library will receive the Regional shipments and you will be responsible for transferral to the other libraries which have agreed to share the Regional responsibility with you those materials for which they have responsibility." Stunned disbelief. Could this mean what it seemed to say? Did it ever—USC began to receive "regional shipments" and was expected to check in these materials, sort out the materials going to the other two libraries and mail them to those libraries. If that were not enough, some of the direct mail materials began arriving at USC; in particular, the complete DOE technical report series, mailed from Oak Ridge, which only Clemson had been receiving, began arriving at USC. I believe our direct mail FERC Reports also showed up at USC.

When we all recovered from the shock, we managed to get the Oak Ridge people to re-direct the technical reports to Clemson although it was months before we finally got the shipments that had gone to USC. To USC's credit, they did their best to cope with this unexpected work load but they often got behind in sorting out the shipments, and, of course, as it inevitably would, some things went astray. (Perhaps I should interject here the fact that the participating libraries were still receiving, as selectives, the materials they had taken prior to the initiation of the Shared Regional; what these libraries got from USC were those item numbers for "our agencies" that we had not previously taken. This made checking in our selective shipments lots of fun—let's see, is this something GPO is supposed to send us or do we get it from USC?) So, at Clemson we had our pile of claims to GPO for the item numbers we continued getting from GPO, our pile of

claims to USC for items they should have mailed to us but didn't (for whatever reason), and, eventually, our pile of claims to Winthrop for things that USC should have mailed to Clemson but mailed to Winthrop instead—maybe. It is questionable whether this arrangement was doing anything but driving several documents librarians crazy.

But help was on the way in the guise of Sheila McGarr (praise be her name) who, along with Ridley Kessler of the University of North Carolina-Chapel Hill, had been invited to speak at an October 1985 SCLA/GODORT meeting in Charleston. Over lunch with Ridley, Sheila and Debbie Yerkes of USC, Sheila innocently inquired "how's the Shared Regional going" and boy! did she find out. After several minutes of howls of anguish, screams of pain, she quietly said "well why aren't you doing what North Dakota does?" North Dakota? No one had mentioned North Dakota before. (I repeat, I was not involved in planning this system and do not know with whom the organizers dealt at GPO but apparently that person hadn't heard of North Dakota either.) But our Sheila knew all about it, described the North Dakota plan which had been in operation many years, and said she'd send us a copy of the North Dakota Shared Regional agreement when she returned to Washington. Which she did—and saved the day—and the Shared Regional—for South Carolina. A new Shared Regional plan, almost word for word the same as that for North Dakota, was signed in June of 1986. For several reasons, both the State Library and Winthrop removed themselves from the revised Shared Regional, leaving only USC and Clemson as the current Shared Regional depositories in South Carolina.

The essence of the North Dakota/South Carolina plan is that the libraries participating in the Shared Regionals are all Selectives in terms of receipts. No one library in these two states gets the "regional boxes." We all receive surveys and are honor bound to take all new items for "our agencies". We do not receive both formats for dual format titles and we do not receive any materials that are sent to



Regionals only. The two remaining libraries once again divided up the List of Classes by agency, agreed to take everything sent out by GPO for "our agencies", to retain everything for those same agencies and to accept disposals from the Selectives in those agencies. We also split up the Selectives between ourselves for purposes of visits, or reference assistance. The Selectives were divided primarily on geographic lines and our selection of agencies—as with the earlier three part division—followed our curriculum emphasis. We also divided up the "dead" agencies, usually assigning "dead" agencies to match current responsibilities, i.e. USC which had D also got W and N. Although we did not formally agree to "exchange" retrospective collections, there was a good deal of disposing to each other; Clemson received hundreds of USDA titles from USC and we sent many DOD holdings to USC.

And how has it worked and what have we learned? First, think about EVERYTHING when devising a Shared Regional plan and involve the "nuts and bolts" people when you plan, both in the libraries and in GPO. In particular, consider issues of distribution from GPO and make sure there is lots of communication between GPO and the libraries. For many years, GPO has divided its distribution system between Regionals and Selectives and it was that division that initially caused South Carolina so much trouble: apparently the thinking was that, since South Carolina now had a Regional, a Regional box had to be sent to South Carolina. Once we got over that idea, the situation improved. As we now plan for changes in the Regional structure, I suggest that we not forget the "nuts and bolts" issue of how will this work for the folks tossing materials in the boxes. If we don't, some Super Regionals (if that is what we have) may someday get a letter such as the "unconvincible" received...

But once we got the second Shared Regional system going, all was well. The division of responsibilities by agency has worked well and made it crystal clear to all which library has responsibility for what. As

we consider future Regional arrangements, I would argue that an agency division is easier to understand than the more vague concept of "subject". For instance "education": there are numerous publications relating to the subject of education that are produced outside the Department of Education. Would a publication concerning the GED program in the military be considered "education" or "military?" Why waste time thinking about whether such a publication goes to the "education regional" or the "military regional?"

Another problem that I can see—because it has happened to South Carolina—is that GPO will have to re-think the dichotomy of Regional/Selective. In two instances that I recall—bound Congressional Records and the DOQ CDs—the instructions from GPO were such that both South Carolina Shared Regionals were uncertain whether we would be treated as Regionals or as Selectives. And I have to report that when I have called GPO about these issues, I have not had consistent answers. The issues have been few and far between—so far—but I don't see how each such questions can continue to be settled on an ad hoc basis by whoever happens to answer the phone at GPO. With the changes likely to come in the Regional concept, GPO will either have to more carefully tailor its survey instructions for such special programs as the DOQ's to include Super Regionals, Semi-Regionals, or whatever or it will have to work with the Super Regionals, Regionals, Subject Regionals or whatever to anticipate unusual distribution problems and decide on a reasonable approach before sending out a survey.

Which brings me to a final point—although it may not relate exactly to the topic of my talk. I think we are moving into a time when communication between the Regional community and GPO is critical. I think this communication would be improved by what others have suggested, an organization for Regional Libraries. A formal structure could allow such groups as a Steering Committee, a Task Force on Distribution Problems Relating to Regionals, a

Task Force on Electronic Issues Relating to Regionals and so on. I would hope that members of these Regional Task Forces would be in almost daily communication with GPO liaisons by e-mail and they, in turn, would be communicating with us through the Regional listserver.

And a final final point: what I have described here relates to information on paper and fiche. I believe we must still plan for the distribution, the disposal, the transmittal via ILL, etc. of paper and fiche materials in whatever Regional arrangements we work out—and I hope that the South Carolina Shared Regional experience may be of some assistance in doing this. But a more complicated issue also awaits us—arranging for the distribution and archiving of information in electronic format. And that task awaits the deliberations of this group.

















